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ALBERTA TOURISM/HOSPITALITY INDUSTRY EDUCATION AND TRAINING NEEDS STUDY

Prepared For:

TRAVEL ALBERTA

DECEMBER, 1985

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(*Members of Steering Committee)

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Errors and ommissions in this study are, of course, the responsibility of Mercer/Hickling-Johnston.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1.0 BACKGROUND TO THE STUDY

Mercer/Hickling-Johnston was retained in June, 1985 by Travel Alberta to conduct the Alberta Tourism/Hospitality Education and Training Study. A Ministerial Advisory Committee was appointed to oversee all aspects of the project and to report to the Minister at the conclusion of the work.

The study had two major purposes:

- **To examine the education and training needs of the tourism and hospitality industry in Alberta.**
- **To assess alternative frameworks for meeting these needs and to recommend a preferred framework for tourism/hospitality education and training in Alberta.**

This report describes a pragmatic yet innovative concept for meeting industry needs by utilizing the existing education system in Alberta in a way that is responsive to the training and education needs of the tourism and hospitality industry.

2.0 THE METHODOLOGY WAS DESIGNED TO SEEK AND RESPOND TO INDUSTRY NEEDS

The key objective of the study was to first determine and then to respond to industry needs. Primary research was conducted to determine the education/training needs of the industry:

- **The Employer Survey** -- A mail-out survey of 700 owners/managers of tourism/hospitality operations around the province.
- **The Employee Survey** -- A mail-out survey of 1400 employees matched to a telephone survey of 50 employees.

- **The Key Actor Survey** -- Personal and telephone interviews of 50 "key actors" selected by their peers for their broad knowledge of the industry.

Both primary and secondary research was conducted to determine the existing situation and future potential:

- **The Programs Survey** -- A mail-out survey to all institutions in Alberta to determine existing program offerings.
- **The Manpower Analysis** -- Secondary research to determine Alberta's tourism/hospitality manpower requirements.
- **Successful Approaches** -- Existing approaches in Canada and around the world were reviewed to determine their applicability to Alberta.

The key needs of industry, needs which will be met by the recommended framework, are as follows:

- The image of the industry must be improved externally as well as internally.
- A framework which will provide educational offerings in a linked, stepwise system which responds to industry needs is a basic requirement.
- Modular programs developed for delivery throughout Alberta in short courses or by correspondence are required. Co-operative education and practicum programs are needed.
- A certification system co-ordinated by industry is required.
- The framework must be viable in the long run, building upon its short run successes and Alberta's existing education/training strengths.

Alternative solutions to the requirements of industry were assessed by the study team and the Ministerial Advisory Committee. The framework for Alberta which is recommended addresses the priority short term needs for training and education. In the longer run, the recommended framework will ensure that a central focus for tourism/hospitality training, education, and image enhancement exists in Alberta.

3.0 THE "ALBERTA MODEL" WILL ENHANCE AND FOCUS THE EFFORTS OF OUR EDUCATORS AND GOVERNMENT AGENCIES TO BETTER RESPOND TO INDUSTRY NEEDS

We found that throughout the world, "Centres of Excellence" (such as the great hotel schools) always exist in combination with tourism/hospitality programs offered by a number of institutions such as technical institutes and universities. Centres of Excellence provide excellent education for the elite few, not for everyone.

The industry in Alberta placed the priority emphasis on "getting our house in order" by providing an integrated, stepwise series of programs which will offer the opportunity for our existing tourism/hospitality personnel to improve their skills, begin to view the industry as a career, and receive certification for their efforts. The Alberta Model responds to this priority need.

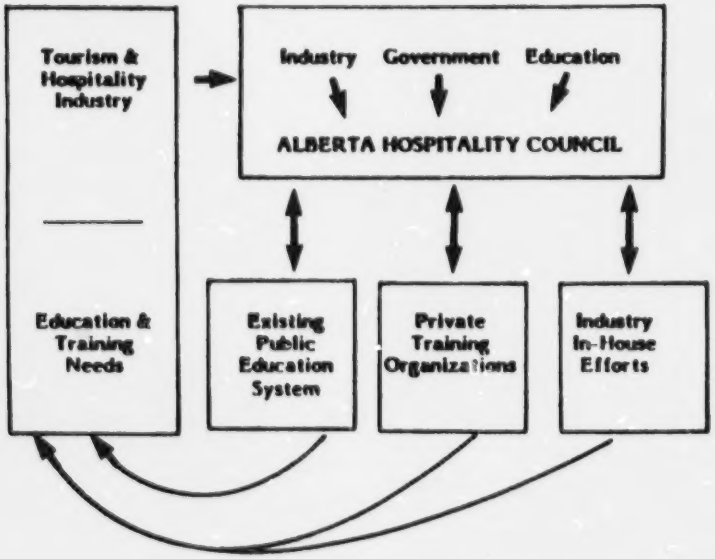
Our existing institutions -- our Vocational Centres, our Community Colleges and Technical Institutes, and our Universities will be asked to redesign existing programs and develop new programs which respond to industry needs. Two general program areas will be developed:

- **Permanent Programs** -- Programs designed by institutions as credit courses. Five specialty streams are recommended. Each course will be developed and packaged as a module which can be delivered in the institution or outside the institution through a distance delivery mechanism. A two-year diploma and a four-year degree program are recommended as the "core", around which many short courses may be structured.

- **Ad Hoc Programs** -- A broad range of courses from occupational skill development to general awareness programs are recommended. They will be designed and delivered by institutions, training organizations, associations or consultants as appropriate. They will be designed as free-standing packages which can be delivered around Alberta through a variety of distance-delivery means. "Seed money" will be advanced for the development of such ad hoc programs.

TOURISM/HOSPITALITY TRAINING EDUCATION

THE ALBERTA MODEL



- Needs Definition
- Standard Setting
- Curriculum Impacts

Delivery of Programs & Courses

- Designed For Industry
- Meeting Standards
- Certificate Outputs

The "Alberta Model" is challenge-based. Industry will define its priorities, describe its needs, and will challenge institutions and other providers of training to respond. The response which best meets industry needs will be developed and packaged for delivery throughout the Province. (See facing page.)

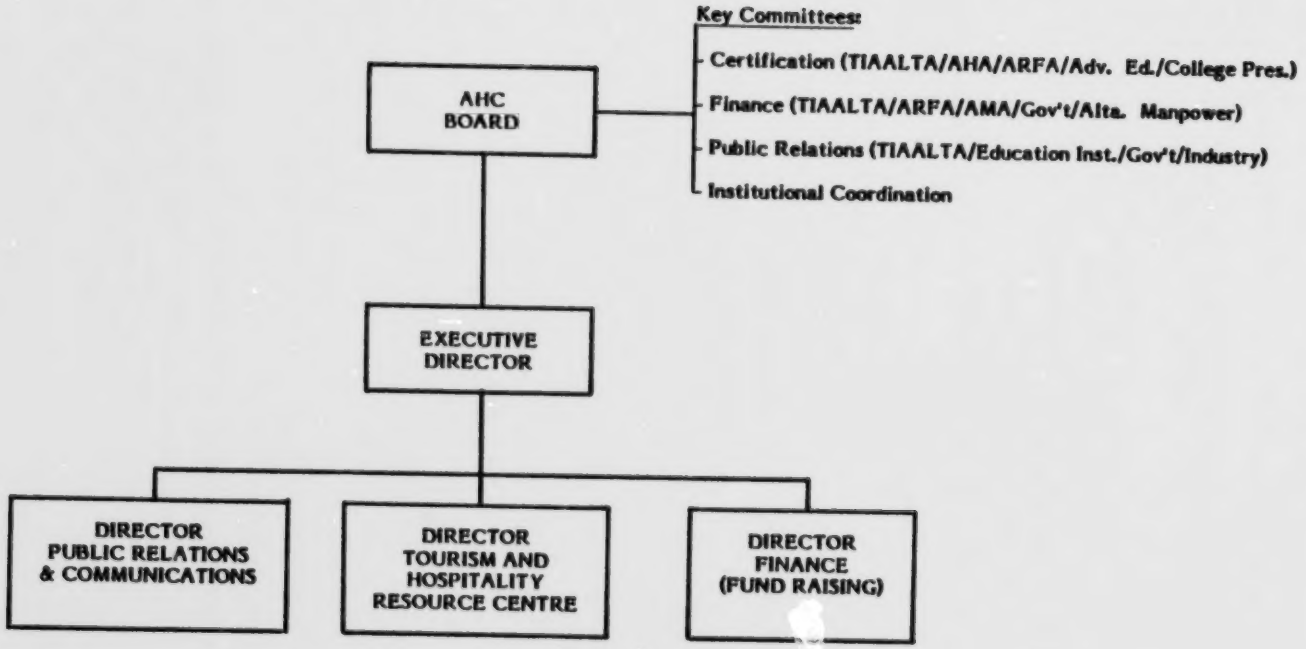
Finally, industry will certify individuals who have completed courses. The graduated system of certification will be recognized both within Alberta and externally.

Four strategic thrusts, detailed in this document, ensure that the model will work:

- **Create a system** which will consciously place upon **industry** the responsibility for driving new initiatives.
- **Enhance and focus** the roles of government agencies within their existing mandates so that effort is applied to priority areas of change.
- **Launch a series of programs** which have been identified in this study as priority needs and provide for the long run refinement and implementation of these programs.
- **Create an organization** which will ensure that government, educators and industry work together in a partnership to achieve agreed upon objectives and to effect change quickly and with flexibility. This organization will be responsible for industry-wide certification.

The "Alberta Model" places upon industry the primary responsibility for challenging educators to respond to its needs (Chapter II). It recommends co-ordinated, focused government efforts which will support both educators and industry (Chapter II). It recommends priority programs for development in the short run (Chapter IV). And it recommends a new organization to ensure ongoing response to changing needs (Chapter III).

ORGANIZATION STRUCTURE



4.0 THE ALBERTA HOSPITALITY COUNCIL (AHC) WILL BE THE CENTRAL FORUM FOR CONTINUING DIALOGUE BETWEEN INDUSTRY, GOVERNMENT, AND EDUCATORS

We have recommended the creation of the Alberta Hospitality Council as the enabling vehicle which will ensure that the Alberta Model succeeds.

The AHC will have a Board dominated by industry. It will include key provincial and federal government agencies. It will include organizations involved in training and education. It will have a permanent staff and a legislated mandate. (See facing page.)

Mission, Goals, And Objectives

AHC will be funded for an initial five-year period to implement the following mission:

"To integrate the resources of industry, government and education to meet the present and future training and education needs of the Alberta Tourism and Hospitality Industry."

The AHC will have a number of specific goals and objectives which flow from its mission statement:

- To co-ordinate the development and the delivery of the priority programs recommended in this study. Key areas are:
  - A waiter/waitress program
  - Programs for middle management
  - Awareness/motivation programs
- To identify future industry priorities for training and education and to challenge organizations to respond. AHC will be a central voice for industry regarding education/training.
- To provide ongoing expert advice to trainers/educators on curriculum development and course content.

- To provide a certification system which will recognize the efforts of graduates and will illuminate career paths and opportunities in the industry.
- To co-ordinate with government and educators for the delivery of special programs and projects such as awareness campaigns and primary and secondary school projects.
- To act as the broker for innovative education/training programs developed for industry, and assist with the marketing of these programs to industry.

The Alberta Hospitality Council will be the focal point for education and training development, monitoring, and change in the future. It will be the central focus for the enhancement of the image of hospitality both within the industry and from the perspective of the visitor to Alberta. For the Council to achieve its objectives, a number of key success elements must be in place:

- All partners to the concept must agree that industry needs are first and foremost.
- The AHC must have a clear, legislated mandate which places it at arms length from Alberta institutions.
- The AHC must be fully funded in the short run.
- All partners must be committed to the success of AHC. Senior representatives of industry, of government, and of education institutions must be involved and committed.
- The AHC and its partners must be committed to action.

This document recommends that the Alberta Hospitality Council be fully funded by government in the short run. Financial accountability would be to the Minister of Tourism and Small Business. Once a legislated mandate and a permanent funding formula is developed, the AHC would be accountable through annual audited statements to its Board and the relevant participants in funding.

5.0 THE COSTS OF THE ALBERTA MODEL WILL IN PART BE BORNE THROUGH RE-ALLOCATION OF EXISTING BUDGETS

The existing institutional programming and operating costs will be redirected to better serve industry needs. Existing Alberta Manpower and CEIC training funds will be re-focused on industry needs. There will be net costs in developing new core curricula, ad hoc programs, and in funding the operations of AHC.

The **five-year costs** are estimated as follows:

Curriculum development and packaging	$ 5,775,000
AHC operations (capital and staffing)	1,558,500
AHC "seed" money (for ad hoc program incentives)	1,500,000
Subtotal	**8,833,500**
Institutional programming costs (reallocation of existing monies)	10,000,000
Total	**$18,833,500**

6.0 THE ALBERTA MODEL WILL PROVIDE BOTH SHORT TERM AND LONG TERM BENEFITS TO ALBERTA

The Alberta Model will yield benefits for the entire industry if it receives strong support; the model will work for large and small operators; it will benefit both urban operations and geographically dispersed operators; it will raise the average quality of our Alberta service and improve our competitive position.

Short Term Benefits

- Training and education programs developed for priority occupational categories as defined by industry.
- Training and education programs developed in modules for delivery to large urban operations and to small, geographically dispersed operations throughout Alberta.

- Awareness of the importance of hospitality developed and improved in key service areas first.
- Improved sense of professionalism in employed labour force due to the establishment of certification and of recognizable career paths for hospitality personnel.
- Improved customer satisfaction due to improved service and hospitality of personnel.
- Improved relations and efficiency in innovation due to the key role of AHC as a forum for government, industry, and education.

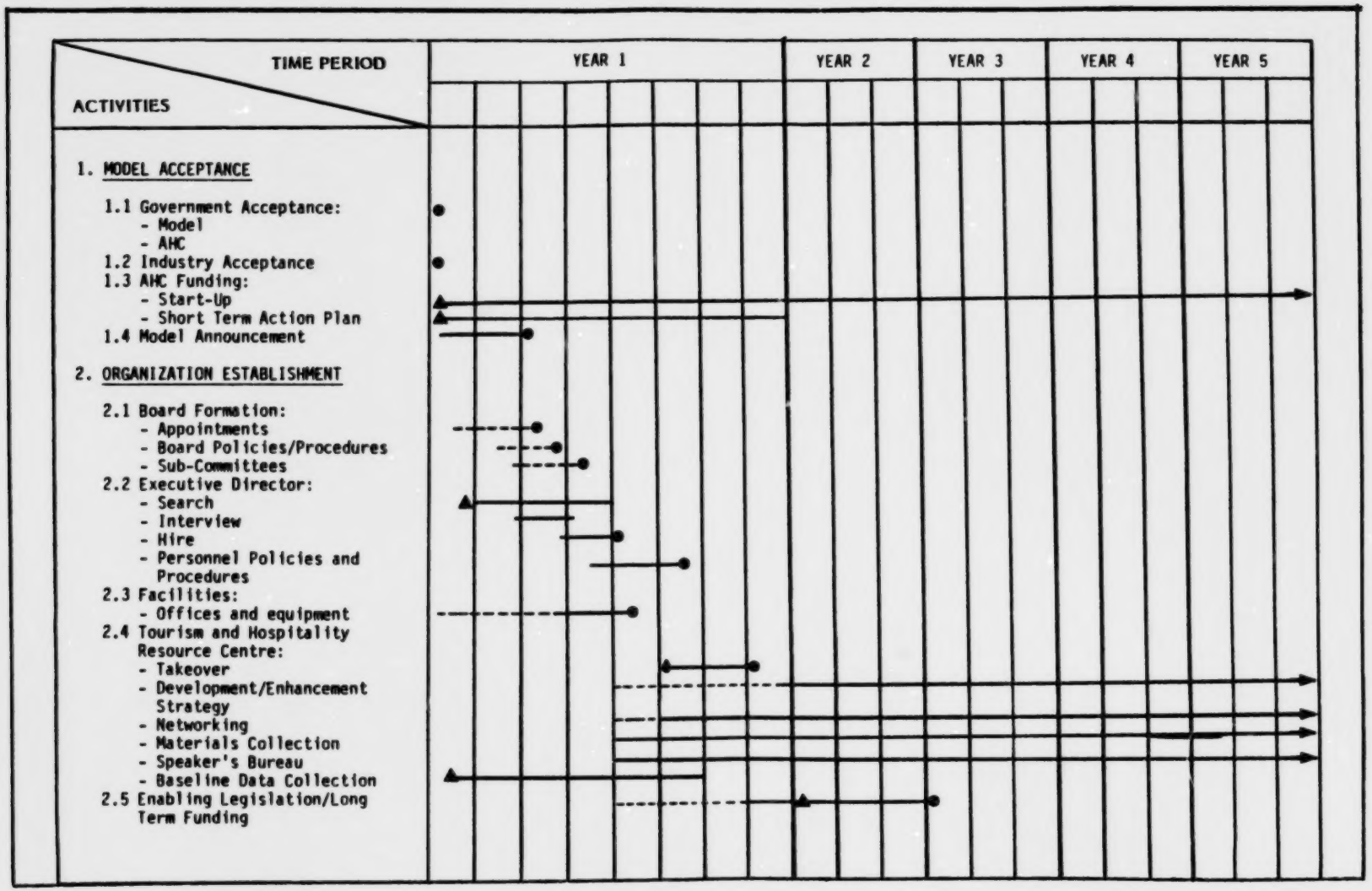
Long Term Benefits

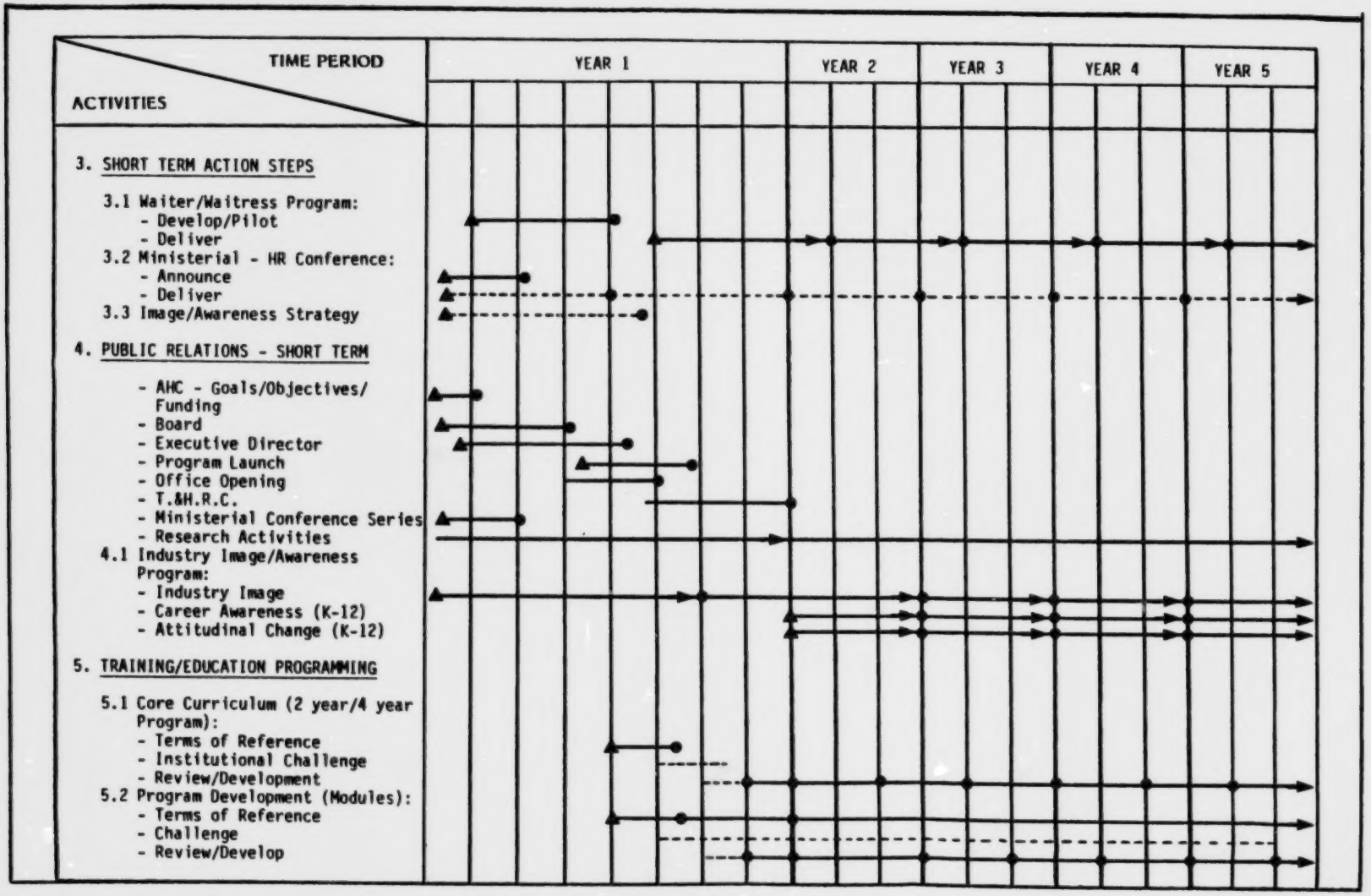
- Improved hospitality image of Alberta.
- Increased tourism visitation as hospitality image and tourism plant are improved.
- External recognition of employee certification. Employee recognition of certification and of hospitality as a career.
- Integrated career-based education and training system.
- Image of tourism/hospitality career improved.

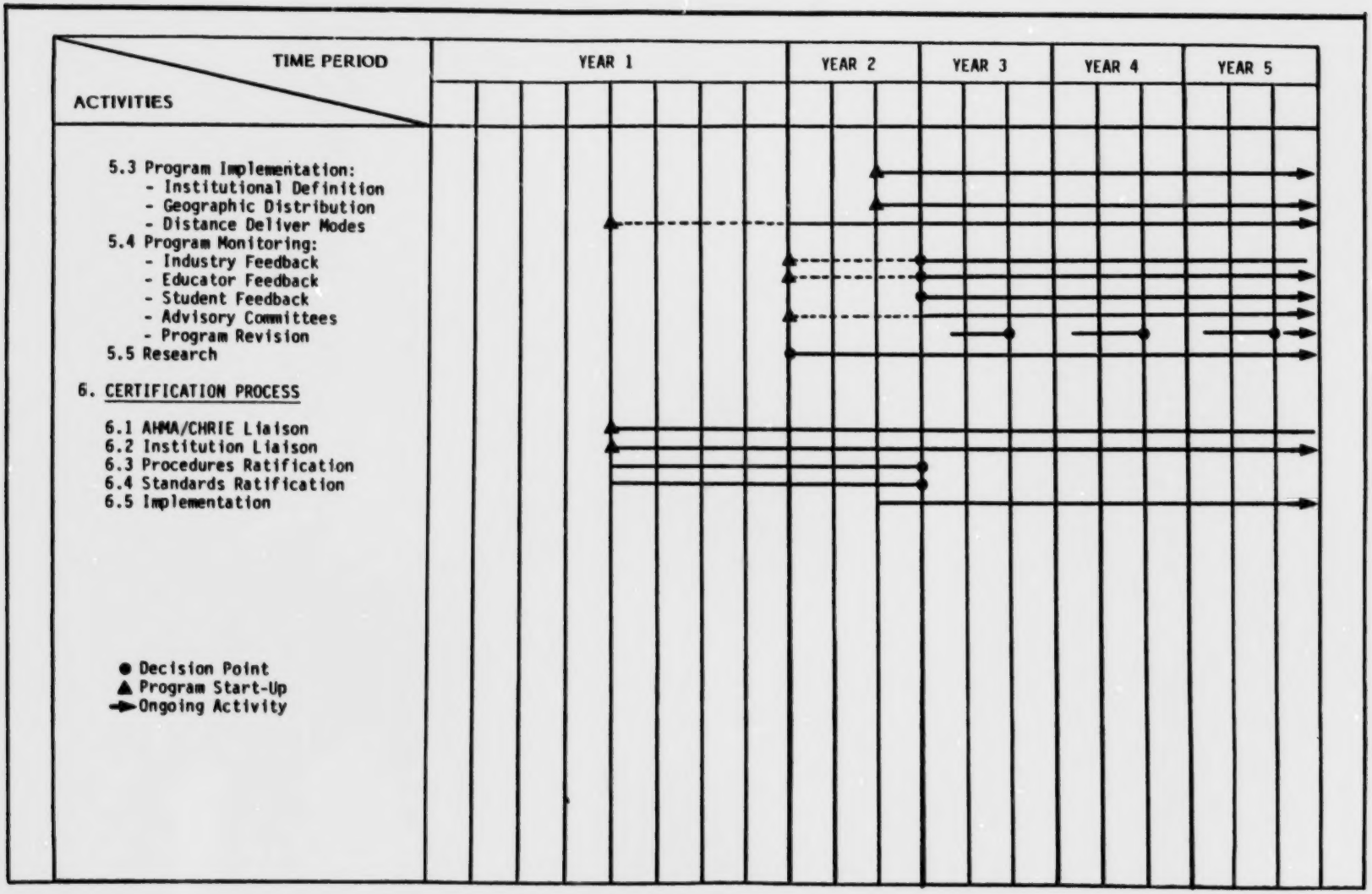
7.0 THE IMPLEMENTATION ACTION PLAN WILL ENSURE EARLY RETURNS FOR EFFORT

The Gantt Charts following graphically illustrate the steps toward implementation of the Alberta Model and the Alberta Hospitality Council. The implementation plan has three major thrusts:

- Organization, Public Relations, Image Enhancement, and Awareness.
- Program Innovation, Development and Delivery.
- Certification Procedures and Implementation.


TIME PERIOD
ACTIVITIES
YEAR 1
YEAR 2
YEAR 3
YEAR 4
YEAR 5
1. MODEL ACCEPTANCE
1.1 Government Acceptance:
- Model
- AHC
1.2 Industry Acceptance
1.3 AHC Funding:
- Start-Up
- Short Term Action Plan
1.4 Model Announcement
2. ORGANIZATION ESTABLISHMENT
2.1 Board Formation:
- Appointments
- Board Policies/Procedures
- Sub-Committees
2.2 Executive Director:
- Search
- Interview
- Hire
- Personnel Policies and Procedures
2.3 Facilities:
- Offices and equipment
2.4 Tourism and Hospitality Resource Centre:
- Takeover
- Development/Enhancement Strategy
- Networking
- Materials Collection
- Speaker's Bureau
- Baseline Data Collection
2.5 Enabling Legislation/Long Term Funding


TIME PERIOD
ACTIVITIES
YEAR 1
YEAR 2
YEAR 3
YEAR 4
YEAR 5
3. SHORT TERM ACTION STEPS
3.1 Waiter/Waitress Program:
- Develop/Pilot
- Deliver
3.2 Ministerial - HR Conference:
- Announce
- Deliver
3.3 Image/Awareness Strategy
4. PUBLIC RELATIONS - SHORT TERM
- AHC - Goals/Objectives/ Funding
- Board
- Executive Director
- Program Launch
- Office Opening
- T.&H.R.C.
- Ministerial Conference Series
- Research Activities
4.1 Industry Image/Awareness Program:
- Industry Image
- Career Awareness (K-12)
- Attitudinal Change (K-12)
5. TRAINING/EDUCATION PROGRAMMING
5.1 Core Curriculum (2 year/4 year Program):
- Terms of Reference
- Institutional Challenge
- Review/Development
5.2 Program Development (Modules):
- Terms of Reference
- Challenge
- Review/Develop


TIME PERIOD
ACTIVITIES
YEAR 1
YEAR 2
YEAR 3
YEAR 4
YEAR 5
5.3 Program Implementation:
- Institutional Definition
- Geographic Distribution
- Distance Deliver Modes
5.4 Program Monitoring:
- Industry Feedback
- Educator Feedback
- Student Feedback
- Advisory Committees
- Program Revision
5.5 Research
6. CERTIFICATION PROCESS
6.1 AHMA/CHRIE Liaison
6.2 Institution Liaison
6.3 Procedures Ratification
6.4 Standards Ratification
6.5 Implementation
● Decision Point
▲ Program Start-Up
→ Ongoing Activity

The following actions should be taken immediately if the Plan is accepted and early adoption is targeted:

- The Minister of Tourism and Small Business should meet with his colleagues at Alberta Advanced Education and Alberta Manpower to confirm acceptance.

- Cabinet approval of the Strategy should be sought.

- The Minister should meet with the leaders of industry associations in Alberta to announce the intent and to seek their support.

- A meeting with institution presidents should be convened to announce the intent and the timing.

- A "White Paper" on Tourism Training should be developed to be available with the announcement of the integrated strategy for Alberta.

- A public relations plan should be developed to ensure momentum is maintained in year one.

- The Plan should be implemented in stepwise fashion.

I

EDUCATION AND TRAINING NEEDS IN ALBERTA

1.0 INTRODUCTION

The Alberta Tourism/Hospitality Training and Education Study was initiated in June 1985, by Travel Alberta. A Ministerial Advisory Committee on Tourism/Hospitality Education and Training was involved throughout the study process.

1.1 Purpose

The two major purposes of the study were as follows:

- To examine the education and training needs of the Tourism and Hospitality industry in Alberta.
- To assess alternative frameworks by which these needs could be met, and to recommend a preferred framework for Tourism/Hospitality Education and Training in Alberta.

Chapter I of this report presents the highlights of the first purpose of the study -- the assessment of industry needs, and it presents the assessment of alternative frameworks. The subsequent chapters present the Preferred Framework for Alberta (The Alberta Model).

2.0 THE METHODOLOGY

The method of assessing education and training needs in the Province included the following components:

- A survey of employers in Alberta;
- A survey of employees in Alberta;

- A survey of Key Actors in Alberta (i.e. key individuals in the Industry);
- A survey of educational institutes in Alberta;
- An analysis of successful approaches around the world;
- An analysis of Manpower requirements in Alberta.

The results of this work were compiled and analyzed, and ten major evaluation criteria were developed. A three-day study team workshop was conducted in October 1985, the result of which was the identification of the Preferred Framework for Alberta (The Alberta Model).

Subsequent work involved the further development of the framework, the identification of specific programs for Alberta, certification procedures and an implementation plan for the Province.

3.0 EDUCATION AND TRAINING NEEDS IN ALBERTA

3.1 Overall Needs

The results of the surveys of employers, of key actors, of employees, and of institutions pointed to four key issues which are presently faced by the Tourism/Hospitality Industry in the Province.

3.1.1 The Image of the Industry is Negative

There is a general public perception of the industry as a non-professional industry which offers jobs to people with few skills. Employees view it as an area which they can move into without prior training and can enter and leave at their leisure. It is not a career industry nor is the word professionalism associated with it.

The implications of this situation are high turnover rates, the perception that jobs are "dead end" occupations, low employee quality, and poor attitudes and motivation.

3.1.2 Human Resources Management Skills are Lacking in the Industry

Managers generally lack knowledge in the human resource management area of the business. Employees lack motivation and lack a positive attitude towards the nature and importance of service to hospitality. Training programs in the Province are not coordinated or integrated adequately. Training is strongly needed in the Province, and an integrated training/education framework is considered a priority need.

3.1.3 The Industry Itself is not Organized or Coordinated

The sub-sectors of the hospitality industry -- the hotels, motels, attractions, and restaurants have differing priorities and are not working together towards the same goals. Industry associations are not coordinating their efforts towards training and education priorities. Only in recent months have these groups begun to work together in concerted fashion towards a training and education framework for the Province.

3.1.4 The Hospitality Industry in Alberta is at a Competitive Disadvantage

The Alberta hospitality product is described as being inferior to other provinces and states, and this disadvantage will detract from our tourism visitation. Immediate action is required and a framework which will yield long-run returns is necessary.

While these four major issues represent the collective response of all surveys, it should be noted that many respondents have seen major improvements in the variety and the quality of our

restaurant and hotel sectors in the past fifteen years. These high quality businesses should serve as a model of excellence and the standards for the Province during the years to come.

3.2 Survey Responses

An overview of survey results is presented below.

3.2.1 The Employer Survey

A mailout survey of 700 employers selected at random from various sub-sectors of the industry was conducted in June and July 1985. A total of 134 employers replied to the survey for a response rate of approximately 19%. (Extensive telephone callbacks to employers raised the initial response of 14% to the 19% final reponse.)

Situation Analysis

The present situation from the perspective of employers in Alberta is as follows:

- Few current employees have had appropriate education and training.
- Over 50% of bartenders, bus persons, kitchen help, and housekeeping staff receive neither on the job nor institutional training.
- Financial assistance for training is limited.
- Only managers and clerical staff receive financial assistance for formal education, and from only 28% of employers.

- Only managers and clerical staff receive financial assistance for outside training, and from only 28% of the employers.

- 79% of employers use the Alberta Manpower Programs for training.

- Management has had somewhat more education/training than employees. Over 30% of managers have completed university; 39% have completed high school.

- 65% of managers have been in the business over 10 years.

Training/Education Needs

- Employers experienced a shortage of skilled labour during the last peak season primarily among cooks (45%), front desk staff (38%), waiter/waitress (34%) and housekeeping staff (30%).

- Training is the short run priority need in Alberta.

- The priority occupations in need of training and education are managers (67%), clerical staff (51%), front desk staff (50%), and cooks (49%).

- The priority occupations in need of **Formal Education** are managers (64%) and clerical staff (24%).

- The priority occupations in need of **Training** are managers (25%), waiter/waitress (19%), front desk staff (13%), clerical (13%), and housekeeping staff (13%).

Training/Education Methods

- Classroom plus on-the-job training was considered to be the best method of delivering training for managers (55%), clerical staff (48%), bartenders (55%), executive chefs, chefs, and cooks. The second preferred method was on-the-job or apprenticeship (for cooks).

- On-the-job training was considered to be the best method of delivering training for maintenance staff (51%), front desk (47%), housekeeping (67%), host/hostess (51%), waiter/waitress (47%), bus person (69%), and kitchen help (63%). The second preferred method was classroom plus on-the-job training.

- The training/education should be primarily directed at the pre-employment level for clerical staff (38%), bartenders (45%), chefs (41%), and activity guides (38%).

- Training/education should be primarily directed at the entry level for maintenance staff (35%), front desk (46%), housekeeping (61%), host/hostess (58%), waiter/waitress (54%), bus person (63%), cook (38%), and kitchen help (60%).

- Training/education should concentrate on upgrading experienced staff in the case of managers (44%) and senior/executive chefs (43%).

3.2.2 The Employee Survey

A total of 1,400 questionnaires were mailed to employers requesting that they select two employees at random. We received a total of 234 responses or about 17%. A

telephone survey of 50 randomly selected employees was conducted to test for bias in the mailed sample. The mailed sample was biased towards management levels, which was not considered acceptable. The results of the telephone survey are therefore, presented:

Situation Analysis

- 64% of employees had been Alberta residents over 15 years.
- 60% had been in tourism/hospitality for 6 years or less.
- 66% had received a high school education; 10% had some university; 14% had some technical school; 4% had some community college.
- 88% had received no formal instruction in tourism/hospitality.
- Of the 12% who had received some instruction, 50% had gone to technical school and 17% had attended community college.
- 70% of employees had received no formal on-the-job training.
- Of the 30% who had received training, 41% had received only direct supervision; 36% had specific training; 17% had classroom training.
- Of those who received training, 73% had received a week or less of training.
- 64% said they required more training to progress in their field.

- 65% of respondents said tourism was their career.

Training Requirements

- 54% of employees said training in areas of technical skills was required.
- 10% said general tourism training was required.
- 6% required supervisory training.
- 6% required management training.

Training/Education Methods

Employees were asked what they felt would be the most effective way of acquiring the necessary training. Of those responding ...

- 88% identified on-the-job training.
- 7% said post-secondary training.
- 2.4% identified night courses and apprenticeship.

3.2.3 The Key Actor Survey

Personal and telephone interviews were conducted with approximately 50 key actors across the Province. Key actors are individuals with broad experience in the industry, and often with comparative knowledge of their jurisdictions. These key actors were identified by their peers and constituted hotel and restaurant owners and managers, association executives, educators, convention centre managers, and leaders in the travel sector. Key actors were selected on the basis of their long experience

and broad knowledge of the tourism and hospitality industry in the Province. Many were experienced in other countries and education systems around the world.

Situation Analysis

The general response of key actors to the present situation in Alberta was as follows:

- The image of tourism/hospitality in Alberta is poor. Our product is at a competitive disadvantage.

- Education and training is desperately required. Training is the short run priority, while education is the longer run priority.

- Programs presently offered in Alberta are not satisfactory:
  - They are ad hoc in nature.
  - The do not uniformly respond to industry needs.
  - They are not integrated or linked.
  - They are not uniformly recognized.
  - They do not provide the necessary practical experience.
  - Many educators are not practical experts -- they are not recognized by industry to be expert.

- The industry is not viewed as a career by employees:
  - Employees cannot "see" career ladders.
  - Employees cannot "see" an integrated education hierarchy which will ensure their progression.
  - Certification does not exist.
  - The image of the profession is of "servile", not of "service".

Training/Education Needs

- Priority occupations for education and training, in order of priority, are managers, waiter/waitress, front desk staff, chef, cooks, host/hostess, and bartender.

- Occupations which are not a priority at present include maintenance and clerical staff, bus person, kitchen help, executive chef, housekeeping staff, and activity guides.

- The key area of needs is for management training and education; good management is the key to the establishment of all other requirements for the industry.

Training/Education Methods

- Managers require both education and training in all areas of hospitality operations. Existing managers are the key -- delivery must ensure that employed managers can acquire the necessary education. The system must differentiate senior management from line managers.

- The existing apprenticeship model for cooks and chefs is appropriate to industry needs. It must provide more industry relevant training/education and the practical experience must be broadened.

- All other employment categories require job related skills, client and staff relations skills, selling skills, and attitude and motivation training.

- The image of Alberta to tourists must be enhanced. Suggested methods include media campaigns, direct training of tourist contact staff, awards programs, and property accreditation.

- The key to the long run enhancement of the tourism image in the Province is the education of our children. Programs beginning in grade school must:
  - Identify the importance of the industry.
  - Project a positive image of "service".
  - Provide career counselling.
  - Provide industry contact through career days, speakers, promotion, scholarships, awards, and media coverage.

Certification Preferences

Key actors were asked about the need for certification:

- A two-step process of certification was preferred — education/training would results in a diploma (or certificate, degree). The industry association would subsequently certify the candidate.

- At the university level, the degree plus practical experience would warrant certification.

- At the technical and vocational level, the apprenticeship or practicum models are absolutely necessary. The Chef de Cuisine certification system should not be tampered with for cooks, chefs, and executive chefs.

- Certification for training of lower level staff, such as waiter/waitress, host/hostess, bartenders, housekeeping staff, and front desk staff are desirable for morale reasons alone. Such certification would also establish the career path and provide employees with a clear view of the steps necessary to improve their position and to move forward in their career.

- Half of the key actors felt that industry would pay more for trained and certified staff. They felt that the impact would be a long-run effect which would "trickle down" from the best houses or employers to all properties in Alberta over the long run.

- 44% of employers said they would pay more money to trained help, because it would improve their bottom line.

Who Should Pay

Key actors were asked who should pay for the training, education of hospitality employees:

- Education should be subsidized by government to the same extent as it is subsidized in other industries — engineering, business, or liberal arts. Students should pay tuition. Industry should be much more involved in support by way of scholarships, bursaries, funding chairs, and by providing practical training in their properties.

- Training, and specifically on the job training should be supported by employers. Strong support was given for the Alberta Manpower Training Programs which help to offset the opportunity cost of training for employers.

Potential Solutions

Key actors were asked what they believed was the solution to the education/training needs in Alberta.

- Approximately half of the key actors believed that a world-class hotel school (a centre of excellence) was the preferred approach. These respondents felt strongly that this was the only road to excellence, and that excellence would filter throughout Alberta as the hotel school graduates entered management positions in the Province.

- Approximately half of the key actors felt that improving and integrating the existing education system in the Province was the key to overall improvement of the hospitality labour force. Such a strategy would:
  - Provide a uniform core program recognized by industry and employees.
  - Provide a career path and certification.
  - Integrate industry and educators.
  - Provide geographically dispersed opportunities.
  - Build on Alberta's existing sunk cost in educational institutions.
  - Provide diversity.

- The key actors supporting each alternative felt strongly about their preferred approaches.

4.0 SUCCESSFUL APPROACHES AROUND THE WORLD

Expert resources on the study team provided examples of successful approaches around the world, with concentrated effort in:

- Canada — all provinces.

- The United States -- university level, centres of excellence, and successful state systems.

- Europe -- successful centres of excellence.

- The Carribean -- examples of geographic dissemination.

The expert resources on the study team included:

Dr. John Hunt -- Director, Travel and Tourism Program, George Washington University.

Dr. Peter Williams -- Director, Tourism, Ryerson International Development Centre, Ryerson Polytechnical Institute.

Mr. John Goss, III -- Executive Vice President, Council on Hotel, Restaurant and Institutional Education (CHRIE).

Mr. George Kibedi -- President, Canadian Hospitality Institute; Executive Director, Ontario Hostlery Institute; Vice President, World Association of Tourism Training.

Two major "models" of successful approaches to hospitality training and education have been put forward by the experts. In the brief summary following we have called one the Centres of Excellence approach, the other the Hierarchical Framework.

4.1 Centres Of Excellence

This term refers to the great hotel schools of the world such as the Cornell Hotel School, and the Glion International Centre. It also encompasses schools such as the Culinary Institute of America. In Canada, it would include L'Institute de Tourisme et d'Hotellerie de Quebec in Montreal.

Centres of Excellence are dedicated to the development of excellence in both the education and the practical training of their graduates. Key characteristics of centres of excellence include:

- A physical facility which provides education facilities and practical workplaces such as training restaurants, and hotels.

- Staff who are both recognized industry experts and recognized educators.

- A partnership with industry leaders -- industry leaders teach courses, provide practicum training, and bring problems to the centre for resolution.

- A leading edge research and/or consulting function -- the centres consult to properties or conduct research on generic problems. This maintains educator currency and provides a valued product for recipients.

- Acceptance of only the very best students -- they are selected on the basis of academic performance, industry experience (sometimes) and their attitude towards their career.

- Holistic approach to education -- the attitude towards hospitality as a career and service as a profession is engendered early in the education of these students and is supported throughout the years of study.

- An exclusive network of alumni located in properties around the world. These alumni provide financial support, practical case studies, and part-time lecturers with significant industry experience.

It has been suggested that there are perhaps only ten centres of excellence throughout the world at the present time.

4.2 The Hierarchical Framework

The hierarchical framework, based upon our research of successful approaches in the United States, generally uses existing educational institutions to provide stepwise education and training for tourism/hospitality students. Its characteristics can be generalized as follows:

High School -- Hospitality education provided as an optional stream of a core program. Concentration is on interpersonal skills, communication skills, employability skills, broad occupational skills, and the provision of a foundation for career planning and lifelong learning. In some high schools, occupationally based training for lower end hospitality staff is provided.

Post-Secondary, Non-Degree -- Private career colleges offer occupation specific skills training over 6-18 months as a terminal education experience. Most are not recognized by industry. The exception is the American Hotel and Motel Association correspondence program which is internationally recognized by industry for its practical, relevant approach and for the excellence of its graduates.

Post-Secondary, Two Year Diploma -- Offered at the community college/technical institute level, generally two streams are provided. The Culinary/Food Service stream prepares back area staff for restaurants and hotels. Hotel/Motel Management prepares potential management candidates for this industry sector. A cooperative system with hotels and restaurants provides the necessary practical experience. Short courses and non-credit programs are offered at a variety of institutions.

Post-Secondary, Four Year Degree -- Offered at both technical institutes and university levels, the four year degree is usually attached to business management programs. Concentration is upon a generalist education with professional training and development in the stream of choice -- tourism, hospitality, or hotel/motel management. The programs concentrate on management issues/approaches. Tourism education programs historically have been developed by individual educators with other non-tourism specialties -- recreation, transportation, forestry, etc. Few have been developed specifically as tourism programs. The key to a tourism education at the university level is to provide a multi-disciplinary education plus professional courses in a specialty stream (Hotel Management, Restaurant Management, etc.).

Post-Graduate Degrees -- Again, concentration is on multi-disciplinary education with professional concentration. Research expertise and skills predominate.

4.3 Analysis Of Successful Approaches

4.3.1 Strengths

- The major strengths of the centre of excellence approach is that it develops premium, quality students who have both education and practical

knowledge and who are prepared for management positions in the industry. It provides world class talent and advances the industry as a whole towards increased levels of excellence in product and in service. The centre of excellence also strongly supports the image of the hospitality industry in the jurisdiction.

- The strength of the hierarchical system is that it provides variety in educational opportunities, provides programs for students who may not go on to senior management positions, and generally provides better geographic dispersal of opportunities within a jurisdiction.

4.3.2 Weaknesses

- The major weakness of the centre of excellence is also its strength — it provides opportunities for a small number of the elite students who are trained to be competitive around the world.

- The additional weaknesses of the centre of excellence model are as follows:
  - It does not provide comprehensive, geographic dissemination.
  - Its graduates are mobile -- few will remain in the jurisdiction in which they graduated.
  - It does not provide programs for lower level occupational groups.
  - It normally does not provide distance delivery.
  - It often duplicates programs within the existing institutions in a jurisdiction.
  - It is often costly to develop and to operate.
  - In no jurisdiction in the world does the centre of excellence operate in the absence of an hierarchical system.

- The major weaknesses of the hierarchical model is its lack of integration and of agreed core curriculum.
  - Vertical integration -- between institutional levels is often non-existent.
  - Cooperation between institutions at a single level is often non-existent.
  - Industry and educators have not agreed on the appropriate core programs.
  - Industry involvement is ad hoc and not integrated.
  - Industry recognition and certification varies due to varied programs.
  - Career paths and education paths are not clear.
  - Articulation (allowing credits for courses taken at a lower institutional level) between institutional levels exists only on an ad hoc basis.

5.0 EDUCATION AND TRAINING IN ALBERTA -- THE EXISTING SITUATION

The education and training model presently in place in Alberta is hierarchical in nature. A variety of education and training programs are delivered by our Alberta institutions. These programs are targeted to serve a number of the occupational categories in the tourism/hospitality industry in the Province.

A centre of excellence as described in the preceding section does not exist at the present time in Alberta, nor for that matter, in Western Canada. Rather, programs are delivered by institutions in response to local or area demand and as a function of the insights of specific educators and industry operators. A brief characterization of the present roles of the key participants in the Alberta system at this time is presented below:

5.1 Government Agencies

5.1.1 **Alberta Tourism and Small Business,** through **Travel Alberta** is responsible for marketing the Province externally, providing research, and for general tourism awareness and hospitality training programs. At present, they deliver a small number of training programs on site and they house the Hospitality Resource Centre, a repository of audio-visual and some written materials on hospitality training and education. The Resource Centre is a joint project between government and the hospitality industry.

5.1.2 **Advanced Education** is responsible for approval of post-secondary permanent institutional programming. Institutions submit letters of intent with regard to new courses or programs. Upon Advanced Education approval of the letter of intent, the institution undertakes the development of a program proposal. If the program proposal is approved in principle, the program becomes eligible for funding.

5.1.3 **Alberta Manpower,** through a variety of programs and in conjunction with Canada Employment and Immigration Commission, funds the training and education of apprentices and of mature students in a variety of programs at Alberta Vocational Centres.

Alberta Manpower also provides significant funding primarily through the Alberta Training Program and the Alberta Wage Subsidy Program directly to employers to subsidize job related training for both existing staff (Alberta Training Program) and for newly hired employees (Alberta Wage Subsidy Program). Hospitality employers have used these programs extensively in the past year.

5.1.4 Alberta Education is responsible for curriculum development and programming at the kindergarten to grade 12 levels in Alberta.

5.1.5 The Federal Department of Regional Industrial Expansion is responsible for the development and implementation of Federally initiated tourism programs at the Provincial level.

5.1.6 The Federal Department of Employment and Immigration recently announced the Canadian Job Strategy which provides multi-year funding under six defined program areas. The monies available for training are administered by the Canada Employment and Immigration Commission and will be a significant addition to the funds available through Alberta Manpower for the training of our tourism/hospitality labour force.

5.2 Education Institutions

Education institutions in Alberta presently deliver a variety of tourism/hospitality programs and are responsible for new initiatives in this area. They base their new program initiatives primarily upon their assessment of trends and needs and their contact with ad hoc industry advisory committees. Development of new initiatives is funded out of existing institutional budgets.

5.3 Tourism/Hospitality Industry

The tourism/hospitality industry in Alberta consists of hotels, motels, events, attractions, convention centres, and all other operators who deal significantly with tourism and tourists. The

industry is represented through a number of associations, which include:

- The Tourism Industry Association of Alberta (TIAALTA)
- The Alberta Hotel Association (AHA)
- The Motel Association of Alberta (MAA)
- The Alberta Restaurant and Food Service Association (ARFA)
- The Canadian Federation of Chefs de Cuisine (CFCC; Alberta Chapter)

These associations operate independently to represent the needs of their membership, which does not include all operators in the Province. The Alberta Tourism/Hospitality Advisory Council (ATHAC) was a first attempt at coordinating these associations to effect training/education developments in the Province. ATHAC has not had the mandate, the support, or the funding necessary to achieve its objectives, although it has been the participating body for the hospitality resource centre.

Individual tourism/hospitality operators in the Province play a role in education and training. They sit on advisory committees to institutions in the Province and work with educators on program development, monitoring, and amendment. Their role is ad hoc in nature and is not coordinated by or through associations, government, or between institutions.

A number of industry operators have developed excellent, practical in-house training programs which are the envy of industry. The Banff Springs Hotel has trained many of the leading restauranteurs in Alberta today. The Westin, the Four Seasons, the Delta, and a number of our excellent fine dining and family restaurants have their own in-house training approaches. These training approaches must be incorporated in the delivery approaches and techniques developed in the Alberta Framework.

While industry in Alberta is involved individually and through associations in the development of Alberta's hospitality image, they have not, to date, mounted a coordinated campaign directed at improving the image of the industry, its operators, or its employers throughout the Province.

5.4 Other Participants

Additional participants in the training/education system in the Province include:

5.4.1 Private Colleges -- generally providing terminal courses in job-specific areas.

5.4.2 Consultants/Training Firms -- a number of respected consulting firms and training organizations have prepared and delivered high quality, practical courses for operators in the tourism/hospitality industry. Often, these are short, occupation-specific courses delivered on-site to operating staff. They provide tangible value-for-money to the operators who use them.

However, only a few firms in Alberta are able to deliver high quality, practical training from a base of extensive hands-on knowledge. The knowledge and experience of these firms will be important to the future development of the Alberta Framework.

The roles of the various agencies and organizations in Alberta will be considered in more detail in Part II of this report, particularly as they apply to the proposed education and training framework for the Province.

In the next section, the programs and courses offered through the existing education and training sytems in the Province are described and analyzed.

5.5 The Programs Survey

All post-secondary institutions in Alberta were surveyed by mail and with a telephone follow-up of non-respondents to determine both the programs they presently offer and programs which they intend to offer in the near future.

Existing and proposed programs offered by institutions in Alberta are summarized in the pages following.

5.5.1 Existing Programs

- **Alberta Vocational Centres** -- provide a variety of courses for lower end occupations in restaurants and hotels.

- **Alberta Community Colleges** -- offer full-time courses in travel consulting and food services, and part-time courses in various aspects of tourism.

- **Alberta Technical Institutes** -- programs vary from a two-year Hotel and Restaurant Management program to short courses in entrepreneurship. They are slightly more concentrated in the food services area.

- **Alberta Universities** -- the University of Calgary offers a part-time Certificate, a Bachelor's Degree with specialty in tourism, and a Ph.D. program stream in tourism.

5.5.2 New Programs

Education institutions in Alberta are prepared with a number of new offerings in the tourism/hospitality field. These offerings vary from part-time non-credit courses at Alberta Vocational Centres to a Master's Degree at the University of Calgary.

5.6 Analysis Of Programs In Alberta

The programs presently offered in Alberta can be characterized as having the same weaknesses as exist in most hierarchical systems:

- No common, accepted core of programs has been agreed upon between institutions at the same level.
- Little, if any, articulation of programs between institutional levels exists.
- Most programs are delivered as full-time, classroom courses. They are, therefore, primarily of interest to the pre-employment level student and are not generally available for existing staff.
- Industry advisory committees are used on an ad hoc basis -- they do not provide coordinated input on industry needs, and their use varies between courses, programs, and institutions.
- Industry associations provide little, if any, direction to educators.

- No external certification of students exists because no acceptable core program exists. Therefore, recognition of the educational achievements of a graduate is dependent primarily on the reputation of the school iteself. A uniform core of programs does not exist between schools.

- Duplication in program development costs is incurred because institutions are developing similar programs from scratch rather than building on a recognized core.

- External recognition is not guaranteed -- jurisdictions outside Alberta may not recognize the tourism/hospitality specialty as offered in Alberta.

- No grade school or high school programming is provided in Alberta.

While the weaknesses of the Alberta system are serious, it should be noted that progress, particularly in the past year, is evident. The new programs planned by a number of institutions are clearly more attentive to industry needs as expressed by employers and by staff.

6.0 MANPOWER ANALYSIS

The existing and future tourism and hospitality labour force requirements in Alberta were analyzed using existing sources of information. Through broad estimates of future manpower requirements, a sense of the magnitude of the training and education requirements for Alberta can be developed.

Alberta Tourism receipts for 1984 are estimated to be over $2 billion dollars. The Alberta total employment impact is estimated to be almost 101,000 full-time equivalent jobs, 70,000 of which are direct jobs, and 31,000 of which are indirect.

Tourism accounts for approximately 9% of Alberta's total employed labour force.

6.1 Current Hospitality Employment

Current levels of employment in the industry are broadly estimated as follows:

Current Hospitality Sector Employment by Occupational Category

	Min.		Max.
Managers	4,000	-	4,500
Food and Beverage			
- Serving Occupations	19,000	-	20,000
- Chefs and Cooks	10,000	-	11,000
- Food Preparation	1,000	-	1,500
- Bartenders	2,000	-	2,500
- Sales Clerks/Supervisors	400	-	500
- Supervisors	4,000	-	5,000
Accommodation			
- Housekeeping	4,000	-	4,500
- Hotel Clerks	1,500	-	2,000
- Travel Clerks, Ticket Agents	1,500	-	2,000
- Receptionists and Information Clerks	200	-	300
- Housekeepers, Laundry and Servants	400	-	500
- Supervisors	1,500	-	2,000
Total	49,500	-	56,300

6.2 Estimated Growth

Growth in the Tourism/Hospitality sector is expected to exceed economic growth rates worldwide. This is also the estimate in Alberta. Alternative growth rates for Alberta include:

Pessimistic Growth Rate -	2.2% per year
Realistic Growth Rate -	3.2% per year
Optimistic Growth Rate -	4.0% per year

6.3 Implications And Conclusions

Implications

The results of the employer, employee, and key actor surveys have indicated that the major requirements are to train our existing manpower in the Province. This is a significant challenge for Alberta even in the absence of growth.

The projected realistic growth scenario will generate approximately 1,500 new positions annually in the hospitality industry. While this is a significant "market" for entry level training, it is small relative to the labour force which now exists in Alberta without formal training.

The alternative recommended for Alberta should ensure the future with pre-employment education and training. However, it should also service the present needs by concentrating on the large existing labour force and its needs.

Conclusions

- A large "market" for well-designed, industry relevant programs for the existing tourism/hospitality labour force in Alberta is evident.

- Realistic growth expectations, if realized, will generate an ongoing need for industry-relevant training and education programs in the Province.

7.0 ANALYSIS OF ALTERNATIVE FRAMEWORKS

Based upon the primary and secondary research conducted, the study team developed ten major criteria for success of the preferred

training and education framework for Alberta. Attached to these ten evaluation criteria were sixty-four evaluation questions, each of which was designed to modify or explain the evaluation criterion to which it related.

For each evaluation criterion the study team also developed a list of the "needs" of government, of educators, and of industry in relation to that criterion.

7.1 Analysis Methodology

The study team met in a three-day workshop on October 4, 5, and 6, 1985. Experts from Washington, Pennsylvania, and Toronto were sent material in advance and came to the workshop with an understanding of the challenges facing Alberta. Three evaluation "screens" were carried out by the study team:

Screen 1: The ten evaluation criteria were ranked in order of importance as to the ultimate success of an education/training framework for Alberta.

Screen 2: Viewing the criteria as "success" elements, the key roles of industry, educators, and government agencies in enabling each "success" element to be implemented successfully were described. The "key players" for the implementation of the "success" elements were identified.

Screen 3: The two alternative frameworks — the Centre of Excellence (Hotel School) framework and the "hierarchical" framework were analyzed using the ten criteria to yield the preferred framework for Alberta.

Subsequent work of the study team at the workshop concentrated on the necessary elements which are required in Alberta to make the preferred framework a success.

The results of the analysis are described in the sections following:

7.2 Screen 1: Ranking The Criteria

The requirements or "needs" of government, of educators, and of industry within each criterion were collectively analyzed by the study team. The ranking of the ten criteria was then assigned as follows:

Ranking of Ten Evaluation Criteria

Evaluation Criteria	Rank Order	Mean Score Highest = 10 Lowest = 1
Industry Acceptance of the Framework	1	9.0
Provision of Correct Instructional Elements	2	7.6
Accessibility of Framework	3	7.4
Flexibility of Framework	4	5.8
Framework Organization	5	5.6
Programs are Delivered to the Right Groups	6	5.4
Framework Satisifies Political Needs	7	5.0
Industry Image Enhancement	8	3.6
Framework Can be Developed in a Reasonable Time	9	3.2
Framework Cost	10	2.2

The context in which the criteria were being considered by the study team should be described. The team was dealing with the question **"which are the most important elements which must be properly put in place in order for a tourism/hospitality education and training system in Alberta to succeed?"** They were not dealing at this juncture with alternative frameworks or education/training systems.

7.3 Screen 2: Roles Of Key Actors

In the second screen, the relative importance of government, of industry, and of educators in ensuring that each criterion was met or fulfilled was assigned and the key activities of these players were described. A total of thirty "cells" were identified and key roles described. One example of the results is produced below:

Criterion: Industry Image Enhancement

Key Players in Order of Importance:

- Industry - Most Important
- Government - Second in Importance
- Educators - Least Important

Industry Role:

- Offer volunteers to participate in a speakers bureau.
- Industry support of scholarships, awards, chairs at institutes.
- Provide an educator development program where educators can link into properties for research and to maintain their currency.

- Work with government to create a factbook for hospitality.

- Work with government/educators to install tourism in the secondary and primary school systems in Alberta.

- Develop an association or industry media campaign to "sell" the importance of tourism and hospitality to Albertans.

- Become more involved in Career Days, trade shows, etc. Provide industry awards for "outstanding teacher", outstanding hospitality employee, etc.

- Individual properties should become more involved in their communities; a public relations function is justified in many properties.

Government Role

- Government should be responsible for "marketing" our hospitality sector both externally and internally -- media campaigns, awards programs, property accreditation, and some direct training are appropriate functions.

- Travel Alberta should develop and circulate factbooks on tourism and hospitality; the target group would be Alberta youth.

- Advanced Education should build an image of working with industry.

- Government should support professionalism, certification, internship programs, and lifelong learning in tourism/hospitality in tangible ways.

- Government must convince senior educators that tourism is in fact a serious business in Alberta. Support tourism programs, schools, and institutes at higher education institutions.

Educator Role

- Educators must participate in reverse sabatticals -- going back to industry to upgrade their skills in order to stay current.

- Educators can play an important role by getting "plugged in" to the popular media -- television, radio, and newspapers. They can work with industry to raise the professional image of tourism and hospitality.

- Educators should become members of industry associations and take a greater role in the development of the association image.

- Educators must bring industry to the classroom and bring the classroom to industry.

- Educators should play a role in trade shows.

Roles were specified for the key players against each of the criteria.

7.4 Screen 3: Framework Comparison

Two alternative frameworks were considered by the study team. The "hotel school" framework (centre of excellence) was characterized to be a new structure with a highly expert staff responsible for delivering tourism/hospitality training and education throughout the Province. The hierarchical framework was characterized to be the existing educational

Figure I-1

ALBERTA TOURISM/HOSPITALITY
EDUCATION AND TRAINING STUDY

THIRD SCREEN-FRAMEWORK RANKING

EVALUATION QUESTION	RANK	THE HOTEL SCHOOL FRAMEWORK SCORE(10-1)	TOTAL	THE HIERARCHICAL FRAMEWORK SCORE(10-1)	TOTAL	DIFF
INDUSTRY IMAGE ENHANCEMENT	3.6	38	136.8	35	126	-10.8
DELIVER PRODUCTS TO RIGHT GROUPS	5.4	26	140.4	45	243	102.6
WILL INDUSTRY ACCEPT	9	38	342	40	360	18
IS FRAMEWORK ACCESSIBLE	7.4	22	162.8	48	355.2	192.4
IS FRAMEWORK FLEXIBLE	5.8	32	185.6	34	197.2	11.6
FRAMEWORK INSTRUCTIONAL ELEMENTS	7.6	31	235.6	41	311.6	76
FRAMEWORK ORGANIZATION	5.6	35	196	37	207.2	11.2
FRAMEWORK DEVELOPED IN TIME	3.2	33	105.6	36	115.2	9.6
FRAMEWORK COSTS AND BENEFITS	2.2	33	72.6	38	83.6	11
FRAMEWORK SATISFY POLITICAL NEEDS	5	25	125	43	215	90
GRAND TOTAL			1702.4		2214	511.6

system in Alberta with the appropriate complement of programs for the tourism/hospitality sector.

The study team compared the two frameworks against the ten criteria for success which had been ranked earlier. The question **"which framework could be expected to better satisfy each criterion?"** was addressed through a scoring system. **The final judgement of the experts on the study team was that the hierarchical system was preferred for Alberta in relation to all criteria except that of industry image enhancement.** The hotel school framework would deliver the image of professionalism better than the hierarchical system in the absence of other actions by industry, government, or educators.

The chart on the facing page (Figure I-1) describes the results of the analysis. The positive differences shown in the right hand column indicate in relative terms the assessment of the experts as to how much better the hierarchical system is as compared with the hotel school. A brief description of the logic follows:

- **The Existing Education/Training System Will be More Accessible than a Hotel School.**

  Industry needs many programs delivered to existing staff on site or in short modular courses. Our existing system of geographically dispersed institutions can satisfy this need more effectively.

- **The Existing System Can Better Deliver the "Right Products" to the "Right Groups".**

  Industry, in responding to our research, has indicated a need for basic hospitality training for many of the lower staffing levels and in basic management skills. The hotel school orients to the elite, or the very best. It is exclusive. Alberta needs to build its base of skills before it develops an exclusive institution.

- **The Existing System in Alberta Can Better Satisfy Political Needs.**

  The basic political need to provide opportunities for training/education for all Albertans is better satisfied by the existing hierarchical system. The existing system can provide geographically dispersed opportunities; it can provide basic training; it can provide for both existing and pre-employment staff; it can provide advanced training and education for a small segment of the labour force. The hotel school alone cannot do these things without duplicating the existing system.

  Many graduates of a world class hotel school would leave the Province. This would water down the potential for "excellence" to filter through the system. It also significantly increased the cost per "retained graduate".

- **The Existing System Can Better Provide the Necessary Instructional Elements.**

  The Hotel School framework provides "training in excellence" for students who will some day become hospitality managers. It does not provide basic training for a broad variety of occupations. It will not, alone, provide tourism education or training. It, therefore, addresses only a small part of Alberta's needs. The existing system can address most of Alberta's needs.

- **The Existing System Can Better Win Industry Acceptance.**

  The existing system provides the advantage of dispersal and the opportunity for local contact between industry and educators. Because it will deliver a broad range of programs for all occupational categories, and because it is less exclusive, it is more likely to gain the acceptance of industry.

- **The Existing System Can Be More Flexible.**

The existing system, due to its size, geographic dispersal, and the number of people involved, can provide a very flexible response to changing needs for segments of the tourism/hospitality industry. It does not respond quickly now, but this can be improved. The Hotel School can respond very quickly to change, but only in and for a small segment of the industry. Change, therefore, filters through to operators very slowly.

- **The Existing System Can More Successfully Develop an Appropriate Organization to Ensure Success**

The Hotel School framework would provide a small organization serving primarily the elite of the hospitality sector. The existing system already shows signs of a partnership of industry, government and educators. The potential is there to build on our existing strengths and provide the integration and coordination between institutions without "re-inventing the wheel".

- **The Existing System Would Cost Less To Develop.**

By improving the existing system, we build on our sunk costs -- costs of program development, capital costs, and our costs invested in educator talent. Our immediate need is to improve what we have in place. "Centres of Excellence" such as the hotel school are not precluded by the existing system -- they could be a long run addition. The Hotel School, if it is to satisfy the described needs of industry, would significantly duplicate our sunk costs in the Province.

- **The Existing System Can Deliver the Necessary Programs Sooner.**

  It would take a longer time for a new institution to develop and deliver the necessary programs than it would take for the existing system. Because the system is in place, some modified programs can be developed and delivered almost immediately and before the final organization structure is in place. This is an important need for industry.

- **The Existing System Cannot Enhance the Image of Industry Quite as Well as The Hotel School Framework.**

  The Hotel School has the advantage of being a physical monument to excellence. It would be a readily recognizable symbol of Alberta's investment in hospitality education. It would enhance image more than would the existing system in the absence of concerted image improvement program.

  The image of industry can, however, be improved through a concerted effort and investment by industry, government, and educators without building the Hotel School monument.

- **The Priority For Alberta is to Get Its House in Order.**

  Centres of Excellence we have reviewed around the world do not exist in the absence of other training/education systems. The systems of community colleges, technical institutes, and universities deliver tourism and hospitality programs to a broad candidate group, while the Centre of Excellence develops the elite.

The challenge for Alberta during the next few years is to create order in our existing system. In the future, once our existing system (through training and education) raises the average level of skills, knowledge, and service in our tourism and hospitality industry, the demand for centres of excellence such as a Hotel School or a Culinary Institute may be evident. To create a centre of excellence without reordering and improving the existing system would be an error.

8.0 THE CHALLENGE OF CHANGE: REORDERING THE EXISTING SYSTEM

While the "existing" system is the preferred model to satisfy Alberta's needs in the foreseeable future, this in no way implies that the existing system is satisfactory. The system must be reoriented, roles must be focused, and uniformity in basic approaches must be developed.

The challenges facing the Alberta system are the aspects which require reorientation for the system to succeed.

- Industry training and education needs must be coordinated, focused on the providers, and continuously monitored.

- Government efforts and responsibilities must be focused on key areas of need. Agency efforts must be streamlined.

- Education institutions must work together to develop uniform programs at each level and to provide articulation between levels.

- Industry and educators must work together to ensure that practical experience is a key aspect of every training/education program.

- The entire tourism/hospitality education system in the Province must be coordinated, integrated, packaged, and communicated to our existing labour force and to the Alberta public.

- Government and Industry must work together to ensure that a positive hospitality attitude is communicated to tourists by the Alberta labour force.

- Education and training programs must be developed in modules and packaged for distance delivery.

- Industry, educators, and government must agree on a uniform core program for tourism/hospitality education.

- A certification system based on education plus experience must be developed for implementation by industry.

- Government must ensure that tourism/hospitality education and awareness is developed in our primary and secondary school systems.

- Industry organizations must work together to enhance the tourism/hospitality image and to provide their input to programming in the Province.

- The education system must provide opportunities for training and education at all levels.

These challenges are not being met by the existing system. This list of challenges is by no means exhaustive.

The following chapters of this report address the challenges for change in the existing system. They recommend a Model for Alberta, a new organization structure for implementation, a series of programs demanded by industry, and a plan for implementation.

II

THE TOURISM/HOSPITALITY TRAINING AND EDUCATION MODEL FOR ALBERTA

1.0 STRATEGIC OBJECTIVES TOWARDS A NEW MODEL FOR ALBERTA

The strategic objectives for Alberta in tourism training and education during the next five year period will be to focus and streamline our existing system to deliver:

- The training and education described as a priority need by industry.
- Methods of delivery which will encourage our existing tourism/hospitality labour force, and industry operators to seek training and education.
- Programs which can be developed, delivered, and changed with greater speed and flexibility than has been the case to date.
- Programs which provide integrated steps towards higher levels of education.
- A system which ensures that industry and industry associations will drive new initiatives, will be involved in monitoring and needs assessment and will constantly communicate with government and educators.
- A system which provides certification of qualified people on the basis of education and experience.
- A system which will enhance the overall level of service in tourism/hospitality and will improve the image of the industry both internally and externally.

- A system which will improve awareness of tourism and its socio-economic impact among our school children, our hospitality labour force, and the people of Alberta.

- A system which will focus the available financial resources on industry-defined short-run and long-run needs to obtain the greatest impact for the dollars spent.

- A system which will build on itself, growing in importance and improving its contribution to Alberta in the long term.

2.0 THE STRATEGY

The strategy which is recommended to achieve these objectives has four major thrusts:

- **Create a system** which will **consciously place upon industry** the responsibility for driving new initiatives.

- **Enhance and** focus the roles of government agencies within their existing mandates so that effort is applied to priority areas of change.

- **Launch a series of programs** which have been identified as priority needs in this study, and provide for the long-run refinement and implementation of these programs. A focus for development and implementation of special projects should also be created.

- **Create an organization** which will ensure that government, educators, and industry sit at the same table working together to achieve the agreed objectives and to effect change quickly and with flexibility. The organization will be responsible for industry-wide certification.

These four major thrusts will be described briefly in the following sections.

3.0 THE ALBERTA MODEL

A new **industry-driven** partnership of the existing key players in the Alberta system will be created.

3.1 Purpose

The purpose of the Alberta Model will be to focus the effort of our existing hierarchy of educational institutions, industry, and its associations, and responsible government agencies towards the development of an integrated, coordinated system of training and education offerings in Alberta.

3.2 Roles Of Key Participants

The present roles and activities of the key participants in the Alberta system will not be changed, rather they will be focused on an industry-driven set of priorities.

3.2.1 Industry in Alberta will take the Lead Role and the Responsibility for Future Initiatives.

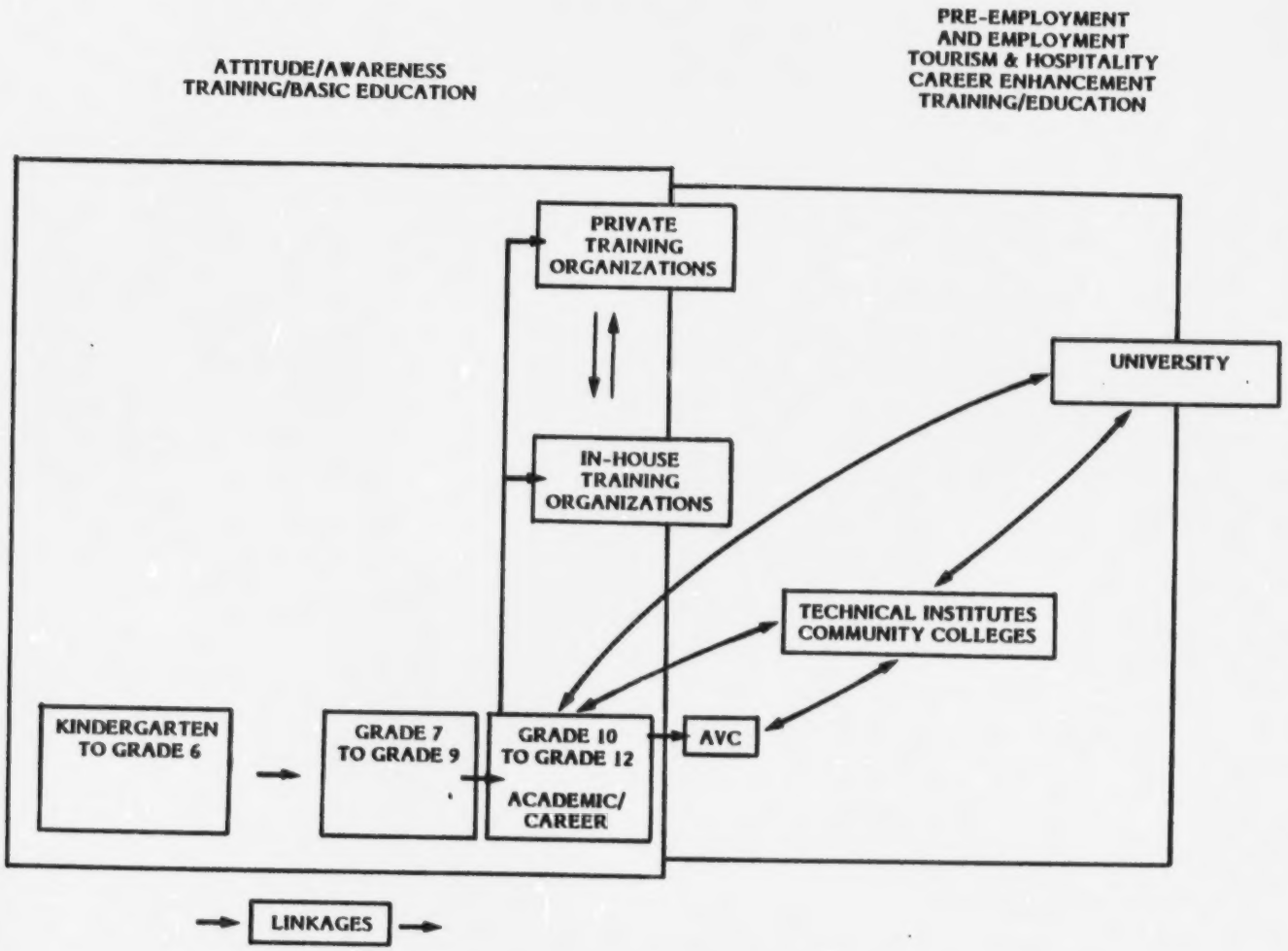
The associations representing industry in Alberta will be asked to take on a much more defined and significant role in the definition and prioritization of training and education needs in Alberta.

The key roles of industry are outlined as follows:

- Gather, through its associations, ongoing information on training needs, delivery methods, feedback on existing programs, and labour force information which will continually update the needs which have been documented in this study.

Figure II-1

ALBERTA TRAINING & EDUCATION SYSTEM STRUCTURE



- Advise institutions in Alberta of priority training needs, program enhancements and revisions, delivery methods and opportunities for practicum enhancement.

- Take a leadership role in image development and industry awareness by participating in speakers' bureaus, in media campaigns, in awards programs, in scholarship development and in the primary and secondary school systems.

- Participate with educators in the provision of work experience for students.

- Act, through its associations, as the key member and the driving force in the organization which will be set up to implement the new model.

- Develop and implement the certification system for hospitality professionals in Alberta.

These roles are not exhaustive. Industry will be a key participant in every aspect of the Alberta Training and Education Model and system as it grows and expands over time.

3.2.2 Educators and Educational Institutions will have an Enhanced Role and Increased Responsibility.

The existing educational system in Alberta is shown graphically in Figure II-1 on the facing page. This figure graphically illustrates the linkages between institutions which, in tourism and hospitality, do not seem to be operating efficiently at this time. The establishment of these linkages will be a key role for educational institutions.

The benefits of using the existing system of education institutions in Alberta include:

- Building on and improving our existing tourism/hospitality offerings.

- Building on our existing "sunk costs" in physical plant and equipment.

- Using our geographically dispersed system to advantage.

- Permit the development of "centres of excellence" in the long-run while ensuring that our basic educational infrastructure is sound.

The roles to be played by educators in the Alberta Model include the following:

- Respond to industry priorities with programs which provide the required product and which deliver that product in an appropriate manner to the existing labour force as well as to pre-employment levels.

- Respond to industry on a challenge basis -- institutions will compete with each other to develop priority programs and they will also work together to develop programs.

- Provide tourism/hospitality programs which articulate between institutions -- levels in hierarchy will work together to ensure articulation.

- Work with government and industry to develop uniform "core", two year and four year tourism/hospitality education programs for the Province as outlined in this report. These will be the basic programs around and within which a variety of modular courses will be developed.

Educators must also respond to the requirements of industry in the short-run. They are also responsible, however, for helping industry to gain a vision of training and education needs in the future.

The following page (Figure II-2) indicates, in general terms, the key functions of the various levels in the educational hierarchy witnin the Alberta Model.

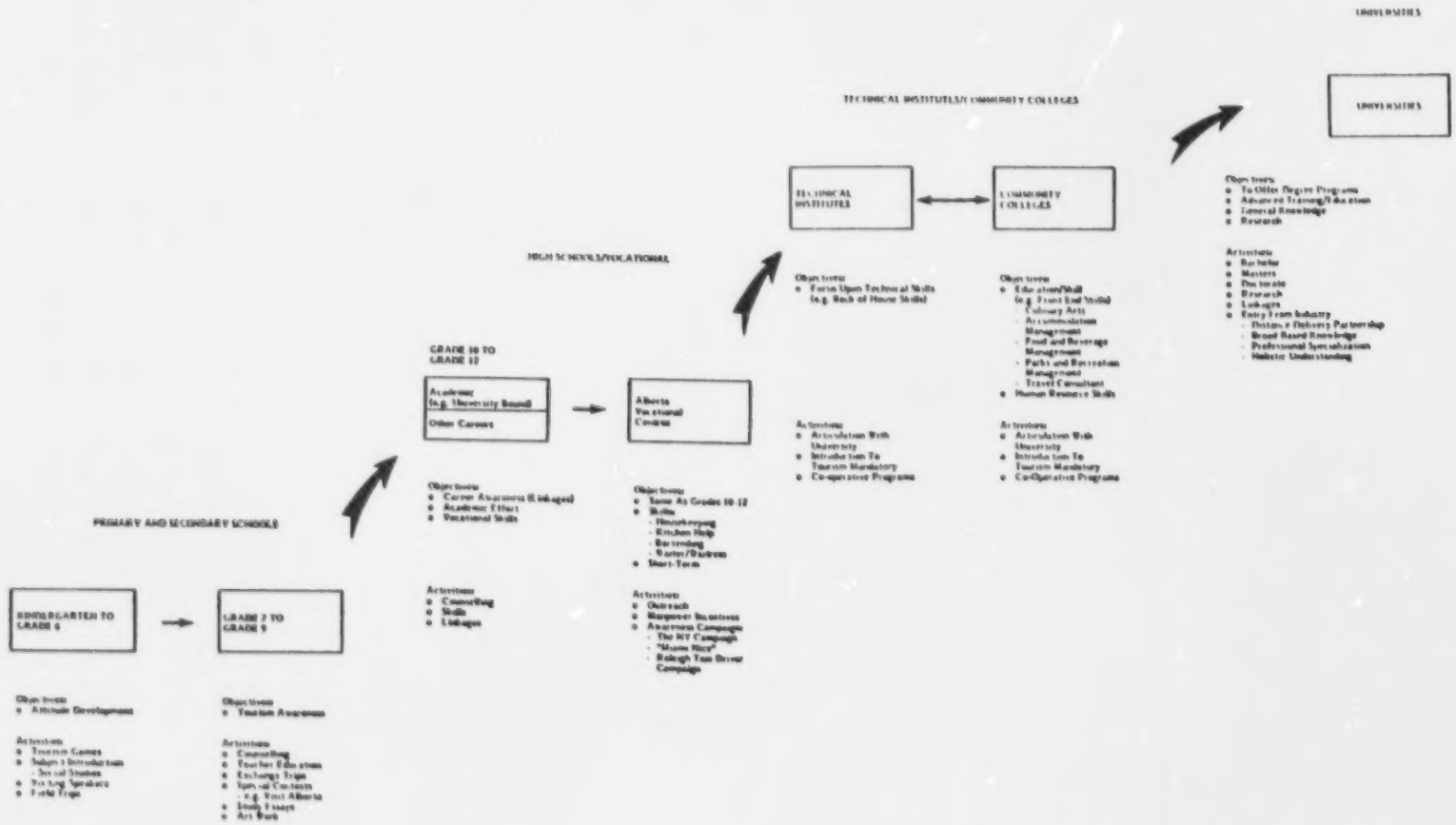
Consultants, training houses, and existing in-house training programs provide valuable knowledge and experience concerning practical, effective training techniques as well as training problems. These resources, an important part of the education and training system, will be utilized in the development and implementation of short duration programs.

3.2.3 The Mandates of Government Agencies will not Change — Their Efforts will be Focused on Industry-Defined Priorities.

There are a number of Government structures in place at present designed to facilitate industry-specific training and education for Albertans. It is not the intent of the Alberta Model to fundamentally alter these structures and procedures. Rather, the Alberta Model will ensure <u>focused</u> industry inputs based on certifiable industry standards, to facilitate and enhance the existing decision structures in Alberta.

THE EDUCATION HIERARCHY -- KEY FUNCTIONS

Figure II-2



Alberta Tourism and Small Business

Travel Alberta should:

- Provide funding, through the Tourism Sub-Agreement and in conjunction with the Federal Government for major relevant components of the Alberta Model.

- Take the initial lead role in implementing the Model.

- Take responsibility for actions which are recommended during the initial 6-month start-up period of the Model.

- Take a lead role, with industry in the tourism/hospitality awareness and image development campaigns. Implement those initiatives which are considered appropriate.

- Take responsibility for key components of the research required to implement the Model.

- Take the lead role at the Cabinet level in coordinating the government agencies responsible for training and education.

Alberta Advanced Education

The role of Advanced Education should be as follows:

- Support industry priorities for permanent programming by responding in a streamlined, speedy fashion to tourism/hospitality initiatives.

- Provide the funding support for permanent programs based on industry-defined priorities.

- Provide clear direction to educational institutions encouraging their response to tourism/hospitality education priorities and distance delivery mechanisms.

- To support the Alberta Model and the Position and Policy Statement on Tourism by according development priority during the next five years.

Alberta Manpower

Alberta Manpower should play a key role in exercising its mandate to fund training initiatives:

- Work with Canada Employment and Immigration Commission to direct available money on a priority basis towards ad hoc and short-term programs in tourism/hospitality (as per defined needs).

- Place tourism/hospitality training programs which require on-site delivery in a priority position for funding under existing programs.

- Re-package a component of the Alberta Training Program specifically for the tourism/hospitality sector. Tie funding directly to priority training programs which have been identified by industry and have been developed to the satisfaction of industry.

- Participate with industry and other government agencies in the image and awareness programs developed for tourism/hospitality.

Alberta Education

The key new role for Alberta Education should be to make tourism/hospitality a part of the school curriculum:

- Develop programming for the primary and secondary school systems which will introduce students to tourism/hospitality, its socio-economic impact, its future importance, its career paths, and to the concept of serving as an important and honorable function in society.

- Work with industry to develop education/training kits for teachers and students, as well as developing career information and counselling capability in the school system.

3.2.4 A New Organization — The Alberta Hospitality Council Will Bring The Players Together

The final component of the Alberta Model is an organization structure which binds together the components parts to ensure communication and cooperation in achieving the priority objectives in the near term. It is also the structure which provides a forum to ensure that the Alberta Model is not a "quick fix" but rather is an ongoing, continuously improving system of education and training for both our existing labour force and for our young people who have not yet chosen their careers.

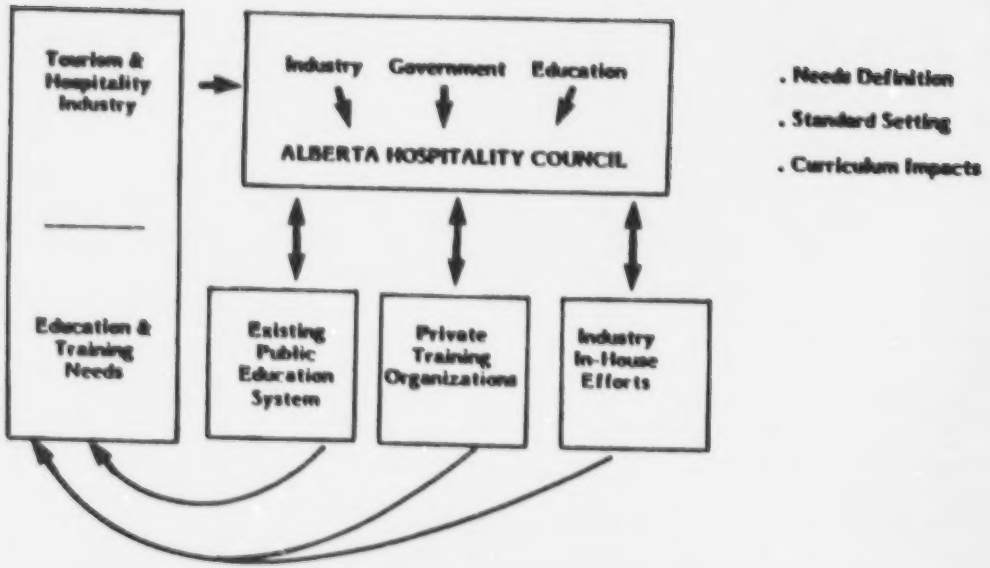
Key aspects of the Alberta Hospitality Council include:

- The Council will have a legislated mandate.

Figure II-3

TOURISM/HOSPITALITY TRAINING EDUCATION

THE ALBERTA MODEL



Delivery of Programs & Courses

- Designed For Industry
- Meeting Standards
- Certificate Outputs

- The Board of the Council (15-17 persons) will be comprised of industry associations, government agencies, and educators.

- The Board of Council will initially have four major sub-committees: Certification, Finance, Industry Awareness/Career Opportunities, and Institutional Coordination.

- The Council will have a permanent, full-time staff. The Executive Director will be a senior, industry-recognized leader with experience in administration, education, and industry.

- The Council will operate the Alberta Hospitality Resource Centre and will be the primary contact for networking with tourism/hospitality education and training bodies in North America. The resource centre will continue to be the main repository of educational material and audio-visual aids for the hospitality industry in Alberta.

- The Council will have clear support from Cabinet and from the involved departments as the body responsible for focusing and coordinating tourism/hospitality education and training for Alberta.

The Alberta Hospitality Council is described in detail in Chapter III following.

3.2.5 Operating the Alberta Model

The Alberta Hospitality Council (AHC) is clearly the focal point for the Alberta Model. This is illustrated in Figure II-3 on the facing page. Briefly stated, the Model will operate in the following manner:

- Council staff will maintain a data base of industry operators, association members, and key actors. The staff will provide support functions to a number of standing committees responsible for various aspects of the Council mandate.

- Industry operators will provide current ongoing information to the AHC concerning key education/training needs which are not presently being met in Alberta.

- The AHC will prioritize unmet needs based on industry inputs.

- Council, using the advice and capabilities of Alberta Advanced Education and Alberta Manpower, will ask education institutions, the private sector, private institutions, or other potential providers to prepare draft programs in the areas of priority need.

- Council will encourage Advanced Education to give priority in program development funding to those permanent programs which are judged to be the priority needs of industry.

- Council will fund with seed money, those ad hoc initiatives which are a high priority for development. Core components of each program will be identified by Council. Alberta Manpower, where it is feasible, will advance money for ad hoc program development and piloting.

- The AHC will ratify program initiatives, confirming that they meet industry standards. Responsibility for approval of permanent programs will remain the mandate of relevant government agencies.

- All programs and courses will be developed in modular form and packaged for delivery to distant locations in Alberta. Delivery will be carried out by educators, consortia, associations, consultants, training companies or industry associations as the individual situation dictates. The AHC will maintain contact with agencies which are capable of such distance delivery.

- Approved programs will become part of the Certification requirements which are defined and administered by AHC.

The process of program development is described in detail in Chapter IV following. In addition to its key role as the forum for developing new education/training initiatives in Alberta, the Alberta Hospitality Council will:

- Operate the Hospitality Resource Centre.

- Coordinate the key players to provide a streamlined, flexible response to industry needs.

- Provide seed money for short-run or ad hoc initiatives which cannot be funded through existing programs.

- Provide mechanisms to enhance career awareness and progression.

- Be directly involved in industry image enhancement.

- Be responsible for certification throughout the Province and for ensuring that Alberta's certification is recognized in other jurisdictions.

- Act as the focal point for the Alberta network of hospitality educators and the primary contact point with the international network of hospitality educators.

- Ensure that the Alberta Model continues over time to be industry-driven with programs and delivery mechanisms which meet present and future needs of tourism/hospitality operators in the Province.

III

ALBERTA HOSPITALITY COUNCIL
(AHC)

1.0 PHILOSOPHICAL

As described in the previous section, the Alberta Hospitality Council is the "glue" or focal point of the Alberta Model. It facilitates the delivery of training and education in Alberta by streamlining the process of institutional response to industry-defined needs.

The underlying philosophy of the AHC is one of a partnership between the tourism and hospitality industry, government, and the education system in Alberta. What is required is a structure to bring these three major partners together in a cooperative and facilitative mode enabling industry needs to be met by utilizing existing and perhaps new, delivery mechanisms within the Province. We would not expect that AHC would ever become heavily involved in the delivery of training and education programming. We would, however, expect that the AHC would be integral in identifying industry needs and coordinating the existing educational infrastructure in such a manner as to ensure that industry needs are being met in a timely and responsible manner.

It is clear that in order for AHC to effectively play such a role, it must be supported by all three partners as well as mandated and funded in such a manner to provide continuity and permanence.

In this philosophy section, we have tried to address several major philosophical principles which form the underpinnings for the Alberta Hospitality Council. In addition, we have described a proposed organizational structure, Board Structure, and key roles statement to amplify the potential role of AHC in Alberta.

1.1 Philosophical Components

1.1.1 A "Challenge" Model

The Training and Education needs of the Tourism and Hospitality Industry are constantly changing. There is a need for a "core" ongoing level of training and education, on some sort of an industry acceptable and rationalized basis. Additionally, there is a need for educators to be responsive to the short term needs of industry related to occupational shortages identified by industry. In the Alberta Model, it is proposed to "challenge" the educators to be responsive to industry needs. Such a "challenge" would entail advising educators of the need and defining the problem. Educators would submit "proposals" to AHC to address the problem. AHC would then select the proposal which best meets industry needs and would ensure the speedy development, piloting, and implementation of the program.

1.1.2 Coordination

Once industry needs have been clearly specified, the primary function of AHC will be to integrate the needs of the industry with the offerings of the educational system. This implies significant advisory input into curriculum development, program development, and delivery methodologies. In many ways, AHC will play a rationalization role in terms of ensuring that needs of the industry are met by the current system in locations where they are required. The incentives component is mainly intended to address those areas where current program offerings fail to meet the needs of the industry.

1.1.3 Tourism and Hospitality Resource Centre

We would envision that the current resource centre function would be expanded to include not only the audio-visual library component (as currently structured), but a significant research component as well. Research into the manpower requirements for the future of the industry is essential and is currently done on an ad- hoc basis by various industry groups and various individual entrepreneurs. Focusing this research effort within the resource centre, AHC will enable all industry participants to avail themselves of professional research into various manpower issues. This research capability will also enable AHC to address industry needs now, as they affect projected future shortfalls, thus eliminating the fire-fighting approach which appears to be prevalent in the industry at present.

The library component of the resource centre can be expanded from the passive role that it now plays to a more proactive role of disseminating program information to various industry participants and individual operations throughout the Province. The library could expand to include comprehensive educational and training program inventories, video cassette libraries of the various training and educational programs, calenders from educational institutions in Alberta and elsewhere in North America, and an extensive listing of speakers forming a Speakers' Bureau.

The Resource Centre would also contain an up-to-date inventory of the Tourism and Hospitality Plant in Alberta. This would represent the most comprehensive record of Alberta's Tourism and Hospitality Industry supply component.

1.1.4 Certification

In order for the AHC to be successful and for tourism and hospitality education and training to occur in a meaningful way in the Province of Alberta, AHC must have a legislated mandate to provide certification at various levels for its recommended education and training programs. Whatever certification procedures are finally adopted by AHC, they must be transferable to other national and international certification bodies, most particularly to the American Hotel and Motel Association (AH&MA) Education Institute.

For example, the CHA (AH&MA) designation is well accepted in the international hotel milieu and has been suggested as mandatory for the management staff of some of the major hotel chains.

1.1.5 Seed Money

The availability of funding for AHC including a significant amount of what we are calling "seed money", is integral to the ultimate acceptance and success of AHC. In the challenge model that we are recommending, AHC must have the funding necessary to provide incentives to various institutions and educators to develop appropriate programming and delivery methodologies to allow AHC to meet the needs of its industry members.

1.1.6 Representation (Lobbying)

We recognize that there are significant infrastructural constraints facing the AHC in regards to encouraging the development of the appropriate curriculum and programming to meet the training and education needs of industry in the Province. These infrastructural impediments will most likely occur in the Department of Advanced Education, the Department of Education, and the post secondary institutions. The AHC will encourage educators and government agencies to provide funding for the development and delivery of innovative programs which are needed by industry in Alberta. The Council will concentrate on removing barriers and encouraging responsiveness to change among the relevant organizations in Alberta.

1.1.7 Legislated Mandate

The mandate as the certification body for the tourism and hospitality industries must be legislated under current Alberta practice. Such a legislated mandate must be accompanied by government acceptance of AHC as the official voice for the tourism and hospitality industry pertaining to education and training needs of the industry. This mandate will be further enhanced by front end funding, likely through the tourism sub-agreement. A funding formula which includes significant industry funding participation must be developed for the longer term continuance of AHC. The successes of the AHC in ensuring that industry needs are being met will result in broad-based industry financial support for the continuation of AHC's efforts.

1.1.8 Industry Image Enhancement

One of the factors which will lead to the ultimate acceptance of AHC by industry and its government and education partners will be the role that AHC plays in the enhancement of awareness, appreciation, and professionalism of the tourism and hospitality industry. One of its primary and first roles must be to participate in an industry awareness campaign of some magnitude which utilizes the existing education system to deliver the tourism and hospitality message. This message must be one which addresses the viability, vitality and permanence of the tourism and hospitality industry in Alberta.

1.1.9 Career Potential

Another fundamental area (much in keeping with the previous point) that AHC must address, is the area of defining career opportunities in the tourism and hospitality industries for various levels of potential employees. This includes entry level positions as well as managerial and senior managerial positions. AHC must become the voice of the industry in the context of providing attractive career opportunity information to potential entrants to the industry.

2.0 INCENTIVES

There are a number of incentives that are being suggested for AHC to employ in persuading partners in the Province to develop the necessary training and education vehicles to ensure that industry needs are met in a timely and responsive manner. The majority of these incentives focus on providing financial or similar resources to the various schools and institutions which choose to cooperate and participate (develop curriculum and delivery mechanisms) in the various AHC directions. Such incentives would include:

2.1 Promotion

Promotion of the various participating institutions and schools by industry, by naming the institutions in various industry promotions or various AHC promotions as the participating institution or a participating school.

2.2 Direct Financial Assistance To Schools/Institutions

2.2.1 "In kind" contributions to institutions and schools who are cooperating with industry. This could include the donation of equipment, library materials, or videos to the various institutions directly from industry, providing those institutions with a leading edge or proprietary position within Alberta's educational system.

2.2.2 Research grants to schools working with AHC. Grant monies could be made available to various institutions who demonstrate particular willingness to cooperate and facilitate the directions of AHC.

2.2.3 Scholarships could be provided to those schools and institutions who best meet AHC's needs for industry.

2.2.4 Grants to institutions. AHC could ensure that grants for chairs in various programs would be made available to those institutions most closely aligning themselves with the goals and objectives of AHC.

2.3 Advisory Councils To Institutions And Schools

AHC could ensure, through its membership, that cooperating institutions have high-powered advisory councils which by their stature in industry, enhance the reputation of the school, thus enabling the school to attract more and better students.

2.3.1 Employment. Those institutions and schools which react to address industry needs could be rewarded by having AHC member organizations guarantee practicum placement for the students as well as employment opportunities upon graduation for the students within the schools and institutions participating.

2.4 Executive Programs

The AHC could ensure that any executive programs being developed for senior managers in the tourism and hospitality industry were directed towards certain schools which met the challenge of designing industry-relevant programs. This could be accomplished by ensuring that such programs were heavily "marketed" through the industry associations which are members of AHC.

2.5 Enrollments

AHC could steer certain employee and industry groups to certain institutions, thereby enhancing the enrollment at those schools and institutions.

There are a number of other incentives that could be utilized and that would be identified by AHC once in operation. For example, a number of Federal and Provincial training and education thrusts would be accessed to ensure that the Tourism and Hospitality industry avails itself of all possible programming to meet their goals and objectives.

3.0 KEY SUCCESS CRITERIA

In our workshops, and in discussions with the Ministerial Advisory Committee and our study team expert resources, there were several criteria that were deemed essential for the success of the Alberta Model as designed as well as the success of AHC as envisioned.

These criteria are as follows:

3.1 **All partners entering into this concept must agree that current industry needs are first and foremost.**

3.2 **AHC must be at arms length from the institutions.** -- The partnership that is envisioned within AHC would not be institutional specific for the education sector, rather it would be a broad representation from the entire educational system in the Province. Similarly, government representation would be at the department level as opposed to specific program level.

3.3 **It is funded.** -- Upon inception, AHC should be funded at least partially with available training and education dollars from the Alberta Tourism and Small Business/DRIE Tourism Sub-agreement. However, for the long term, a funding formula must be developed which provides for significant industry participation combined with government funding on a reasonable and defensible basis.

3.4 **It has a mandate.** -- The mandate to provide certification to the tourism hospitality training and educational programs must be clearly given and communicated to industry.

3.5 **Senior industry involvement.** -- The representation of industry at AHC must be of senior levels to ensure that the utmost credibility is accorded to AHC by education, government, and industry. This requires a significant commitment of time and resources by industry and the recognition by government and education of AHC as a serious, committed entity.

3.6 **Senior governmental/educator involvement.** -- Similarly, those representatives from education and the Alberta Government who are represented by AHC must be at the senior decision-making/policy-making levels to avoid breakdowns in communications as well as to facilitate decision-making and action.

3.7 **Commitment of partners.** -- All of the partners entering into AHC must be committed to the goals and objectives of the organization and to the enhancement of the tourism and hospitality industry in Alberta.

3.8 **Commitment for action.** -- Industry is particularly leery about creating another organization which does not have commitment to action. There are serious industry, training and education needs outstanding now. One of the very first action items on the agenda for AHC will be to meet these immediate needs.

4.0 MISSION STATEMENT

With the foregoing philosophical and conceptual framework as a context, a mission statement for AHC has been developed which reads as follows:

"To integrate the resources of industry, government, and education to meet the present and future training and education needs of the Alberta Tourism and Hospitality Industry."

It is not the intent to strip any of the partners of their current mandates or powers. Rather, the intent is to speed up the existing process by focusing on the needs of industry through one representative body, AHC. AHC's main role is one of communication and coordination, hopefully with enough influence to modify the behavior of some of the key players in the Alberta Model. Other functions will include monitoring, research, advising, and integration. Clearly AHC is not intended to be a delivery mechanism.

This mission and brief role statement leads to the establishment of a series of goals and objectives for AHC.

5.0 GOALS AND OBJECTIVES

Flowing from this mission statement and the brief role statement describing the operation of AHC, are a number of goals and objectives which are stated as follows:

5.1 **Identification and coordination of industry requests for training and education.** This goal suggests ongoing research activity on the part of AHC in monitoring and identifying industry needs in the future (short term and long term), as well as communicating these needs to the government and education partners within AHC. In this way, the education sector will react to defined industry needs by developing those programs required to meet such needs with the financial assistance of AHC.

5.2 **Provide expert advisory inputs to curriculum development.** By having senior industry leaders represented at AHC, it is expected that a network of advisory committees can be developed across the Province which would provide first-line advice to various educational institutions on their curriculum development, delivery mechanisms and special programs development. These advisory committees would take much of their overall direction from the identified needs and directions suggested by AHC.

5.3 **Provide special programs and projects.** In the short term, AHC would focus on industry awareness and career opportunities within the tourism and hospitality industry for broad dissemination throughout the educational system in the Province. This single step will greatly enhance the positioning of the tourism and hospitality industry in a positive light which will pave the way for the long term success of a meaningful training and educational system in the Province of Alberta.

5.4 **Serve as the voice of industry for training and education.** This implies acceptance of the role of AHC as spokesperson not only by industry, but by government and the education system. Once again, this points the need for senior level representation in AHC, and for general industry support for the organization.

5.5 **Provide certification standards emanating from educational and training programming.** We have pointed out the importance of AHC becoming the legislated certification body for the tourism hospitality industry training and educational programs. This is one of the fundamental objectives for the organization.

5.6 **Be the broker for innovative education and training program development.** Having seed money in place to provide incentives to the educational institutions to develop the necessary programs and curriculum to meet industry needs is a large part of AHC's role. Only in special instances would we anticipate that AHC would actually develop and/or deliver a program.

5.7 **Maintain and operate the Tourism and Hospitality Resource Centre.** This resource centre would house library materials including Alberta, National and International Programs, video cassettes of various training and educational programs, calenders and curriculum from other institutions throughout North America, and a listing of top-notch speakers in a Speakers' Bureau. It would also be the focal point for the AHC research activities into the future manpower needs for the industry in Alberta, as well as the training and education requirements to meet such identified manpower needs.

5.8 **Industry awareness/career opportunities.** One of the fundamental roles of AHC will be to make Albertans generally, aware of the importance of the tourism and hospitality industries as well as to make Albertans aware of the career opportunities available therein. This awareness and attitudinal focus is fundamental to the long term success of not only AHC, but the tourism and hospitality industry.

6.0 AHC PROPOSED STRUCTURE

6.1 Board Composition

It is felt that a 15 or 17 person board (depending upon the organizations that must have representatives) would be appropriate for this organization. In either case, industry ought to have the balance of power on the board so that a 15 representative board would have 8 industry representatives or a 17 person board would have 9 industry representatives. As mentioned throughout this report, senior level representation on this Board is essential. The chief elected officer from the various industry associations ought to be represented. The senior nature of this board is imperative to ensure the credibility and ultimate success of AHC. Similarly, with government representatives and education representatives, senior officials of the various organizations represented should be board members. This allows for a free flow of information and ideas in the context of an ability to make decisions and commitments on behalf of organizatons represented. From the private sector, the following representation might be considered:

6.1.1 Industry

- The Motel Association of Alberta
- The Alberta Hotel Association
- The Alberta Restaurant & Food Services Association
- Tourism Industry Association of Alberta
- Alberta Chapter of the Canadian Federation of Chefs de Cuisine (CFCC)
- Canadian Travel Agents Association/or Canadian Travellers Association
- Representatives of the Transportation industry

6.1.2 Government

- Travel Alberta
- Alberta Manpower
- Alberta Advanced Education
- Alberta Education
- Tourism Canada
- Canada Employment and Immigration Commission (CEIC)

6.1.3 Education

- A representative of University Presidents
- The Council of Presidents, Public Colleges of Alberta

This board can be expanded or contracted to suit AHC needs. However, if there is to be more than one representative from any particular organizational group, we would suggest that perhaps a "member at large" with a sincere interest in education and training be appointed.

6.2 Board Sub-Committees

There would be a minimum of four sub-committees of this board which would be integral to the successful operation of AHC.

6.2.1 Certification

- The certification sub-committee of the board ought to be a three to five person committee with representation from industry and education as a minimum. Perhaps two industry representatives, and one education representative would be appropriate on this sub-committee, as a minimum.

6.2.2 Finance

- The finance committee is a critical function for any industry association. The finance committee would be responsible for ensuring the continuity of funding as well as negotiating and developing a formula funding relationship required for the long term success of AHC.

6.2.3 Industry Image/Awareness

- This third sub-committee would be one for industry awareness/career opportunities. This would be a highly visible committee responsible for developing the necessary programs to enhance the image of the tourism and hospitality industry in Alberta as well as to provide meaningful education and awareness to all Alberta's population to ensure the long term enhancement of the tourism and hospitality industry as a career for Albertans.

6.2.4 Institutional Co-ordination

This fourth committee would be responsible for monitoring and advising the various education institutions in Alberta, attempting to avoid redundancy and trying to effect and facilitate meaningful program offerings which meet the certification standards adopted by AHC.

6.3 AHC Staffing

A staffing plan for AHC is provided in the Implementation plan and shows staff additions over a three year period. The key staffing decision that must be made in the immediate short term is the selection and retention of an Executive Director for the AHC.

6.3.1 Executive Director

The selection of an appropriate Executive Director is critical for the success of the organization in that the person must have credibility with industry and educators. The Executive Director must have the following characteristics:

- Must be a top-notch administrator.
- Must have knowledge of industry and education system.
- Must be highly credible to all partners in AHC.
- Must be credible to the education sector and be able to marry the needs of industry with the delivery capability of the educator.
- Must be a lateral thinker.

- Must be able to provide and encourage a service orientation by the education partners to their industry partners.

- Must have the ability to organize the Hospitality Resource Centre.

- Should have some contracts and grants administration experience.

- Should have some skill/experience with fund raising efforts.

- Must be an excellent communicator.

- Must have administrative and organizational skills.

- Should have some program development in the hospitality industry.

The mandate, the responsibilities, and the remuneration offered for this position must be at such a level that it would interest highly qualified executives.

6.4 Key Roles And Functions Of Executive Director

The major function of the Executive Director will be to implement the policies and directions dictated by the Board of Directors. At this juncture we envision these functions to entail the following key elements.

6.4.1 Operating of the Hospitality Resource Centre including the following elements:

- Packaging of various training and educational program materials.

- Acquiring the various training and education program materials.

- Networking amongst various groups, associations and organizations as well as with other national and international certification and accreditation organizations.

- Acting as a clearing-house for information, resource materials, program materials, and other such information.

- Research

6.4.2 Public relations/communications. -- This function is going to be critical in the context of enhancing the image of the industry in the minds of the Alberta public. Similarly, putting forth the proper message to younger Albertans as to the career opportunities available in the tourism and hospitality industry is an important means of ensuring both the improved image of the industry over time and an enthusiastic labour supply in the future.

6.4.3 Data base generation. -- Generating an appropriate data base for the industry organizations to develop various manpower scenarios and so forth, is an essential component of the function of AHC. Such data base must be credible, must be current, and must be generated on an ongoing basis so that industry needs can be properly identified and addressed.

6.4.4 **Monitoring.** -- The effectiveness of educational and training programs in meeting industry needs must be constantly monitored so that new programs and new directions can be undertaken with the full knowledge that current industry needs are being met.

6.4.5 **Contract Administration.** -- Once AHC has started awarding "seed money", the contracts awarded must be carefully administered.

6.4.6 **Record Keeping.** -- The records of AHC must be carefully kept as part of the accountability for funds expended.

6.4.7 **Facilitation.** -- Working as a liaison between the partners will require significant interpersonal skills in keeping the partners moving moving towards the goals and objectives of the organization.

6.4.8 **Information Systems Development.** -- Information systems will become critical to ensuring that industry needs can be monitored on an ongoing basis.

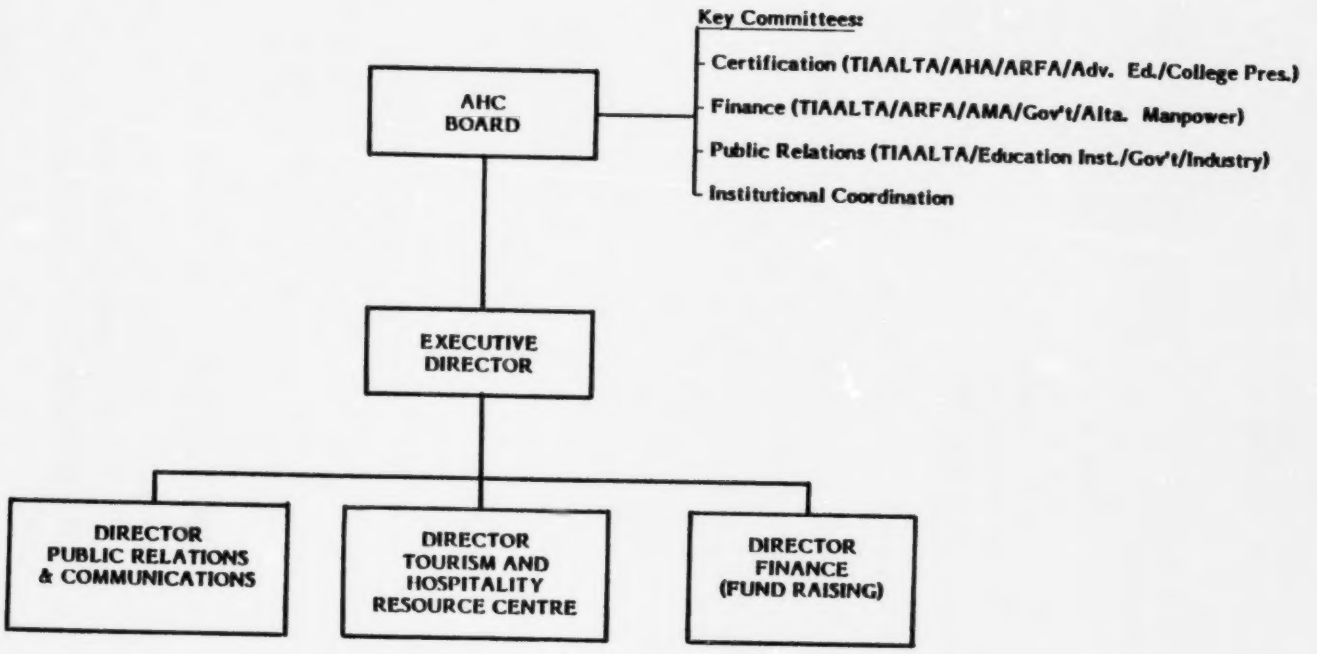
6.4.9 **Newsletters.** -- Communications are an important role for AHC. It is envisioned that a regular newsletter outlining new programs, new projects, and industry news will be an effective communication tool.

6.4.10 **Conferences.** -- A regular series of conferences are viewed as an integral part of AHC's role. These can take the form of management skills development seminars and will serve to strengthen the partnership by allowing a regular forum for industry to associate with each other, as well as with government and educators.

6.4.11 **Consultation.** -- It is anticipated that consultation and advice may be available to industry from AHC, particularly for those smaller properties in Alberta who may wish to access such advice.

Figure III-1

ORGANIZATION STRUCTURE



6.4.12 Other as deemed appropriate by the Board. -- The Board may delegate special projects or assignments from time to time.

6.5 Structural Configuration

The organization chart on the facing page (Figure III-1) graphically illustrates the proposed organization with the suggested sub-committees as outlined in the previous section. At this point in time we have not detailed the characteristics of the additional staff for the organization. In the medium to longer term, it will be necessary to attract and retain a top-notch Director of Research/Communications to be responsible for the Tourism Hospitality Resource Centre. In addition, the organization will probably be looking to recruit talented professionals in the areas of Public Relations/Communications and Fund Raising and Finance. Although formula funding should be in place for the medium to long terms, it will undoubtedly be necessary for this organization to actively solicit its own private sector donations, unless private sector contributions such as a direct tax on rooms or a direct restaurant tax is utilized to generate the private sector contribution of any formula funding mechanism.

7.0 ACCOUNTABILITY AND FUNDING OF THE ALBERTA HOSPITALITY COUNCIL

Government will initially fund the cost of the Alberta Hospitality Council fully. Funding will be provided for the five-year period of the Implementation Plan (Chapter VII), provided government is satisfied with progress toward the objectives.

Since government will be providing the start-up funding, accountability during the Plan period will be to the Minister of Tourism and Small Business and through the Minister to the Cabinet. Annual Progress Reviews will be conducted during the period of the Plan.

We have recommended that negotiations regarding a long term funding arrangement and legislation for the Alberta Hospitality Council be concluded by the end of Year 2 of the Plan. At this time, the status of the organization will change from that of an ad hoc Council to Incorporation Under the Societies Act or other appropriate legislation. Annual audited statements will be prepared thereafter for the Board, the Government, and for the public. Government funding will be phased out over time and industry financial involvement will increase. Industry should be expected to finance the operating costs of the organization by the time it is fully functional, while government may continue to be involved in the provision of "seed monies" through laternal transfer from existing funds.

Industry will participate financially through awards programs, scholarship provision, donations in kind, and through volunteer time initially and throughout the growth and development of the AHC.

The Alberta Hospitality Council has been structured as an industry-driven response to the needs expressed by industry. The tourism/hospitality industry must therefore take up the challenge and work to ensure the success of AHC. If industry does not become involved in making the organization meet its described purpose, then the Council will falter and it will ultimately be dissolved.

This marriage of the financial contribution of government with the "sweat equity" of industry will ensure that the AHC will prosper in its early years. Its growth beyond that point will be ensured by the tangible value of the product it produces -- a qualified, highly skilled, motivated tourism/hospitality professional. Tourism in and to Alberta will prosper along with the Alberta Hospitality Council.

IV

PROGRAMS FOR ALBERTA

1.0 PREAMBLE

Industry has expressed their need for continuous and tangible involvement in the education and training system in Alberta. In the last chapter, an industry driven framework of the organization which will ensure this involvement was described.

Industry, government, and educational representatives also outlined the key programs which are required in Alberta and their related priority. It is important that the overall model for Alberta be presented and viewed as an integrated, holistic approach to training and education. The various parts of the model can then be put in place over time on a priority need basis.

The programs for Alberta will be developed and delivered within the challenge-based or industry driven model. The AHC will describe a needed program and its major required components. This description will be like a terms of reference which will be sent to colleges, to universities, or to training consultants at the discretion of AHC. AHC will either ask organizations to work together to develop a program or will assign program development to a single institution most qualified to prepare the program. Seed money will be available for program innovation and development, and the final program will be made available throughout the Province through the existing channels.

This approach will ensure that the priorities of industry for new and better programming are transferred quickly and effectively to the program development organizations. These organizations will, in turn, work with industry on development and a variety of delivery techniques.

2.0 PROGRAM DEVELOPMENT

The process of program development will be initiated by industry through the Alberta Hospitality Council. Generically speaking, two types of programs -- permanent and ad hoc programs -- will be developed. The process of development will differ somewhat, and it is therefore outlined separately in the sections following:

2.1 Permanent Programs

Permanent programs, those delivered by institutions under the control of Advanced Education, would be developed as follows:

- The Alberta Hospitality Council, through its membership and representation by industry, will identify the need for a specific program.

- AHC staff will prepare a "Terms of Reference" which will describe the content of the program, the nature of the delivery requirements, and any available models. A short list of institutions qualified to develop the program will be asked to respond to the terms of reference. The AHC might ask two institutions, a College and a University, to work together in preparing the program. The institutional response will be a detailed description of content, delivery approaches, length, and a statement about its success in meeting industry needs.

- The AHC will select the program most suited to the described needs. They will ask Alberta Advanced Education to place a priority on funding the development of this program and recommend the institution.

- Alberta Advanced Education will speed the program through the development and piloting process. The final product will be acceptable to AHC and will be included in their certification process.

- The final product -- Program X -- will be available for delivery by qualified institutions throughout the Province, again under the auspices and control of Alberta Advanced Education.

Permanent programs will remain under the control of Alberta Advanced Education, although the usual process of program development will be significantly enhanced and streamlined with AHC input.

The monitoring and amendment process for permanent programs and courses will follow the process outlined above. The certification mandate of AHC will ensure institutional co-operation in the process. In addition, the institutions are, of course, members of AHC and they may refine programs continuously based upon their dialogue with industry through the Council.

An example of a permanent program might be the Food and Beverage Management Specialty offered as one stream of the two-year diploma program at the College/Technical Institute level. An example of a course offering which may be refined through the process described above might be Food and Beverage Control, one of the courses in the Food and Beverage Management Specialty of the two-year diploma.

The two "core" programs which are specified in the pages following would contain five "streams" or "specialty areas" within them. Courses would be designed for delivery to pre-employment students in the classroom setting and with a practicum or co-operative approach. However, they would also be developed for delivery to our existing labour force.

In each education stream, programs will be designed in modules. Short, intensive seminars with home study materials will be developed. Existing managers who otherwise meet the entrance and some advanced credit requirements could work towards a degree in this manner. The modules would be designed so that completion of four or five modules would generate a full course credit.

These modules would also be offered as credit courses (or non-credit) for industry employees who do not wish to work towards a degree. Thus, front area staff, for example, could acquire six modules and a Front Area Management Certificate without going any further. The Alberta Hospitality Council would provide certification standards and program inputs.

2.2 Ad Hoc Programs

Ad hoc programs include a full range of short courses, upgrading courses, awareness programs, and other initiatives which might be developed and delivered by a number of different organizations. Such programs may be developed through the following process:

- The Alberta Hospitality Council would identify the need for a specific program offering which has not been met in Alberta.

- AHC staff would prepare a terms of reference outlining the program, its necessary content, the required delivery approaches, and examples of successful applications elsewhere (if appropriate).

- AHC staff would identify organizations which are best suited to develop and deliver the programs. These organizations may be institutions, hospitality associations,

consultants, specialty training houses, governments, or not-for-profit organizations such as AH&MA. A short list of those most qualified would be asked to respond to the terms of reference.

- AHC would select the organization which most comprehensively meets the needs described by industry in the terms of reference. This organization would then be provided with seed money to develop, pilot, and refine the program.

- Where programs are developed for direct delivery in private operations, Alberta Manpower would be asked to market its assistance programs (such as the Alberta Training Program) along with the new program offering. They would also encourage CEIC funding where appropriate.

- Implementation of the ad hoc program may be by associations, not-for-profit organizations, consultants, trainers, or by a variety of distance delivery means. AHC would assist in "marketing" these programs through its member associations and its direct contact capability.

- AHC would provide certificates for successful graduates of these ad hoc programs.

Program modifications would again be industry-driven and would respond to expressed needs. These programs would be available for delivery by qualified organizations throughout the Province. AHC would decide which organizations are qualified to deliver the material.

Examples of ad hoc programs, which would be subject to the process described above, might be a short course for housekeeping staff. Such a course may last 2 to 3 days, may be delivered in the property through classroom training and practical demonstration, and may be delivered by in-house training staff, training firms, or by associations. A practical examination may be required, with certificates issued by AHC after the trainer and the property certify that each person has met the requirements.

Another example of an ad hoc program might be an awareness program for taxi drivers and airport, train, and bus terminal staff. The process of development and implementation would be the same as above, although the players may be quite different.

3.0 INSTRUCTION/DELIVERY APPROACHES

The approach to providing the educational offerings throughout the province is predicated on the use of the existing educational system comprised of the public school systems, Alberta Vocational Centres, Technical Institutions, Colleges, Universities, Educational Consortia, Further Education Councils, ACCESS, educational television cable channels, and private training organizations. These various organizations when blended with their appropriate Provincial Department (namely, Alberta Education, Alberta Advanced Education and Alberta Manpower), and AHC form the network needed to enable the delivery of offerings throughout the province.

The curriculum development and delivery of offerings is comprised of three components:

- The identification of educational/training needs by AHC.

- The design and packaging (and redesign repackaging) of educational offerings by the existing educational organizations into formats that enable the portability and delivery of offerings throughout the Province.

- The actual delivery of offerings using the network of educational, government, and industry agencies.

The instructional delivery approaches utilized will need (at a minimum) to meet the following requirements:

- To minimize the barriers to accessing training/education for those currently employed either part-time or full-time in the industry.

- To provide for career progression by training, education, and experience not restricted by the geographical location of the employee.

- To ensure that appropriate practicum facilities are available and utilized.

- To ensure standards are maintained independent of the delivery approach.

To operationalize these requirements, educational institutions will need to adjust their current instructional approaches to include many "non-traditional" techniques that blend theory with practice. Of particular importance will be the requirement to consider the needs of the employees who cannot afford to return to school full time.

Distance delivery alternatives will be required. Satellite television delivery, telecoursing, teleconferencing, computerized delivery, and video disc delivery should be considered and attempted. In this area, the cost-benefit characteristics will influence the feasibility of each approach.

4.0 AMERICAN HOTEL AND MOTEL ASSOCIATION

We recommend that the programs which have been developed by the American Hotel and Motel Association be considered by Alberta Educators when they are developing programs to meet our industry needs.

The International Academic Partnership Program of the American Hotel and Motel Association (AH&MA) provides educational institutions with its materials and teaching kits, with advisory services, with examination services, and with ongoing consultation. The hospitality programs of the AH&MA as well as its certification process, are recognized by industry throughout North America. The programming is developed and tested and is recognized for its quality. Applications for Alberta would require minor changes to some courses and the replacement of other courses. The correspondence program is tested in North America and it is successful.

5.0 CENTRES OF EXCELLENCE

The potential for developing "centres of excellence" such as a Hotel School or a Culinary Arts Institute is not precluded by this model. Such centres would, however, be developed as part of the integrated model for the Province. Our research has determined that the following characteristics of centres of excellence are important to their success:

- The Centre must be located in a large urban area in order to make use of the educators, properties, and industry experts located in those centres on a regular basis.

- The centre must be a partnership with industry, calling on its leaders to teach components of courses and on its highest quality properties to provide practicum training for its students.

- Educators must be recognized industry leaders both as practical experts and as educators. It is, therefore, common for educators to provide consulting and research expertise which both provides a service and maintains industry currency of the educator.

- A centre of excellence may or may not include a physical structure. However, a structure is most commonly the case.

6.0 RECOMMENDED PROGRAMS

The charts (Figure IV-1) and the text following have grouped the occupational categories according to the following major industry sectors:

- Restaurant/Food Services
- Accommodation/Lodging
- Transportation/Travel
- Special Attractions

For each employment category, the chart provides a reference number to the text following, the entry level requirement for the job, the education level required for entry, the type of training/education required, the delivery locations, and the next step in the career path from that position.

The major industry sector with all its occupational categories is considered in the text following. In each case, the appropriate chart for that sector is followed by a career path and educational path chart which graphically describes the respective routing of an employee or student in that sector.

A. RESTAURANTS/FOOD SERVICE
Culinary Arts/Food & Beverage Management

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
A-1	Bus Person	Open	Skill & Task Dev. People Skills	OJT/HS/AVC	To waiter/ress
A-2	Counter Person	Open	Skill Dev/Customer Service/Cashier People Skills	OJT/HS/AVC/ CC	To waiter/ress
A-3	Cashier	Bondable	Skill Development People Skills	Above con't	Above con't
A-4	Waiter/Waitress (Unlicenced)	Open/Empl. Trainee	Graduated Skills Training	Mix OJT/AVC/ CC/TI	To supervisor hostess/host
	Waiter/Waitress (Licenced)	Min. Age	Skills profile plus beverage People Skills	As above	As above
A-5	Host/Hostess Maitre' D	Experience	Skill Development Human Relations People Skills	TI/CC	To asst. mngr
A-6	Kitchen Help	Open	Skill Development People Skills	OJT/HS/AVC	To bus person
A-7	Cook	Experience/ Apprenticeship	Skill Mastery Apprenticeship People Skills	AVC/TI/CC	Levels of cook/chef
A-8	Chef	Experience as a cook/cert.	Mastery/ Specialization People Skills	TI/CC	Sous chef
A-9	Food Production Manager/Ex. Chef	Experience as a chef	Bus management/ People skills	TI/CC/U	To asst. mgr or manager
A-10	Assistant Manager	Experience/ Diploma	Accounting/Human Relation Bus. Ad. People Skills	CC/TI/U	To manager
A-11	Manager	Experience/ Diploma/Degree	As above	CC/TI/U	To general manager

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

Figure IV-1

B. ACCOMMODATION/LODGING
Resort & Accommodation Management

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
B-1	Laundry	Open	Skill Development	OJT/HS/AVC	To housekeeping
B-2	Housekeeping	Open	Skill & Task Dev.	OJT/HS/AVC	To housekeeper
B-3	Housekeeper	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	To supervisor, general manager
B-4	Bell Hop	Open	Customer Handling skills	Mix OJT/AVC	To supervisor
B-5	Front Desk	Cert/Diploma or experience pre-employment	Customer Handling, Cash Reservation,	OJT/CC/TI	Entry level asst. mgr.
B-6	Assistant Manager	As above	Human mgmt/ Bus. Ad./Acctng	TI/CC	To manager
B-7	Manager	Same as above	As above	CC/TI/U	To more senior positions

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

Figure IV-1 (Con't)

C. TRANSPORTATION/TRAVEL
Travel and Tourism

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
C-1	Tour Guide	Open	Knowledge of area personality/ languages/ awareness	OJT/HS/AVC	
C-2	Tour Operator	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	
C-3	Travel Consultant	HS/Cert. experience	Customer Handling skills/Reservations/ Geography	CC/TI	To supervisor
C-4	Agency Manager	As above	Human mgmt./ Business Admin.	CC/TI	To owner
C-5*	Ground Transport (taxi, bus)			OJT	
C-6*	Gas Station Attendants	Awareness Activities (eg., Miami Nice)			
C-7*	Airports, bus, train terminal staff				

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

Figure IV-1 (Con't)

D. SPECIAL ATTRACTIONS

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
D-1	Activity Guide	Open	Knowledge of area/ personality/ languages	OJT/HS/AVC	
D-2	Tour Operator	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	
D-3	Ticketers, Ushers, Ride attendants, Concessionaire, Security	Awareness		OJT	
D-4	Ski Friends/Hosts, Lift Operators				

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

Figure IV-1 (Con't)

TRAINING AND EDUCATION
BY OCCUPATIONAL CATEGORY

SECTION A:

RESTAURANT/FOOD SERVICE

A. RESTAURANTS/FOOD SERVICE
Culinary Arts/Food & Beverage Management

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
A-1	Bus Person	Open	Skill & Task Dev. People Skills	OJT/HS/AVC	To waiter/ress
A-2	Counter Person	Open	Skill Dev/Customer Service/Cashier People Skills	OJT/HS/AVC/ CC	To waiter/ress
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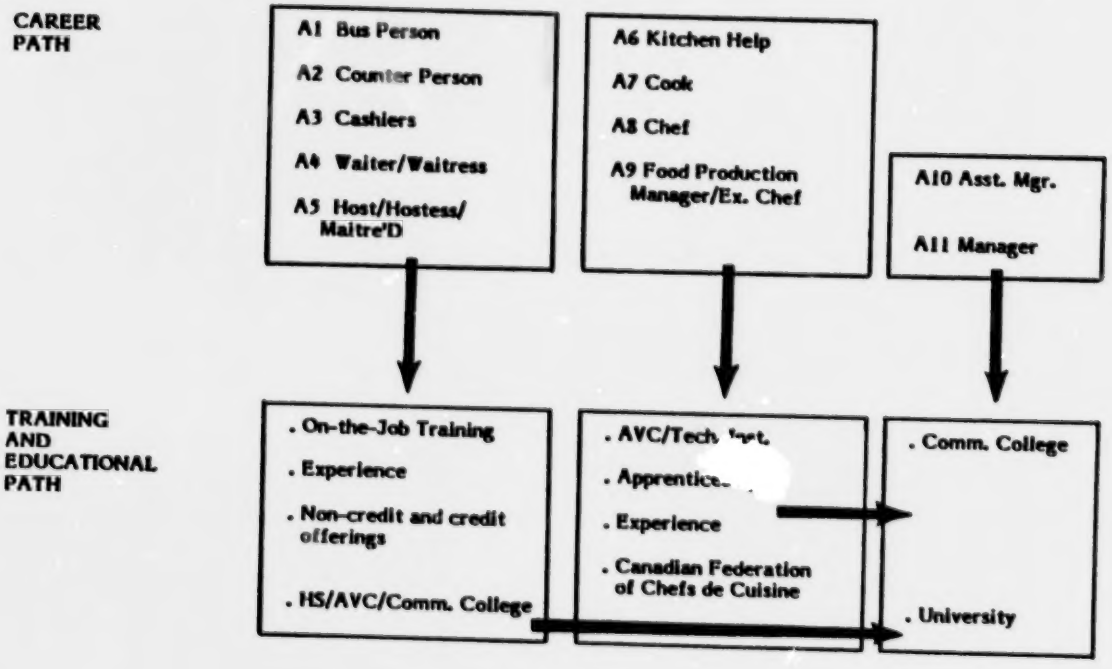
A-6	Kitchen Help	Open	Skill Development People Skills	OJT/HS/AVC	To bus person
A-7	Cook	Experience/ Apprenticeship	Skill Mastery Apprenticeship People Skills	AVC/TI/CC	Levels of cook/chef
A-8	Chef	Experience as a cook/cert.	Mastery/ Specialization People Skills	TI/CC	Sous chef
A-9	Food Production Manager/Ex. Chef	Experience as a chef	Bus management/ People skills	TI/CC/U	To asst. mgr or manager
A-10	Assistant Manager	Experience/ Diploma	Accounting/Human Relation Bus. Ad. People Skills	CC/TI/U	To manager
A-11	Manager	Experience/ Diploma/Degree	As above	CC/TI/U	To general manager

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

A. RESTAURANTS/FOOD SERVICE
(Career path and Educational Paths)



6.1 Restaurant/Food Service

A-1 Bus Person

Training will generally be provided on the job by supervisory staff. Skill and task development is the area of concentration, along with staff and client relations skills.

Again, a manual developed by Alberta Vocational Centres (AVC's) to industry specifications should be available to high schools and supervisory staff in the industry.

A-2 Counter Person

The objectives are to develop skills and provide customer relations training. On-the-job training will be the major delivery mechanism. Supervisors should have access to a manual developed by educators and industry.

A-3 Waiter/Waitress

Industry has expressed a need for graduated skills training for the waiter/waitress category as a priority in the hospitality industry. A three-step program should be developed at the community college/technical institute level for delivery throughout the Province. Industry approval of the program is a prerequisite to delivery. Broad descriptions of the three level system follow:

LEVEL I — BASIC

- Customer relations and Basic first aid
- Client and staff communications.
- Sanitation and safety procedures.
- Basic table service.

- Selling and ordering techniques.
- Food Service skills.
- Compliance with Liquor Regulations.
- Processing cash and cheques.
- Personal Grooming and Appearance

This level will provide the basic skills required for family restaurant service.

LEVEL II

- Customer relations and Basic first aid
- Client and staff communications
- Advanced sanitation and safety procedures.
- Table service
  - Basic
  - Banquet
- Selling and ordering techniques
  - Suggestive selling
- Product knowledge
- Food Service
- Specialty service techniques and terminology
  - Russian
  - French
- Liquor Regulations
- Serving alcoholic beverages
  - wine
  - aperitif
  - liqueurs
  - mixed drinks
- Process cash and charges
- Food terminology (languages)
- Hosting duties
- Personal Appearance and Grooming

Completion of the Level II program would prepare the individual for service in a family or a fine dining establishment at an experienced level.

LEVEL III (Prerequisite Level II)

- Communicate with staff and guests
  - Human resource management skills
- Sanitation and safety
  - Organization and evaluation
- Table service
- Selling and ordering techniques
- Product knowledge
- Food Service
- Specialty service techniques and terminology
  - Flambes, entrees, desserts, beverages
- Alcoholic beverage service and regulations
- Process cash and charges
- Basic knowledge
  - Labour relations and laws
  - Basic accounting
  - Menu costing
  - Employment Standards Act
- Hosting duties
- Supervisory duties
  - Staff evaluation and selection
  - On-the-job training techniques

The graduate of this level would be capable of acting as a supervisor in a fine dining establishment or family restaurant operation under the direction of the manager.

The delivery mechanism for all three levels of the waiter/waitress program must be available in-house. The college/technical institution level should develop packaged modules in conjunction with industry specifications. A detailed manual for independent study by correspondence should be prepared, and we would recommend using existing manuals prepared in other jurisdictions as basic information.

Employer supervision of the waiter/waitress candidate would be required. A practicum program with at least 400 hours at level III should be installed. Examinations at course completion would be supervised through the industry organization or an accepted institution. The institution may also provide an expert contact person to clarify points in the home study program.

A-4 Host/Hostess, Maitre' D

This employment level represents an advancement of the Level III waiter/waitress program which is dependent upon industry experience. It is not a pre-employment position. Modules of the 2 year community college/technical institute program should be required for the Maitre'D level.

A-5 Cashier

A position requiring job-related skills, generally delivered on-site. Client relations and attitude/motivation (people skills) training would be delivered through the general awareness program and training by the supervisor.

A-6 Kitchen Help

Kitchen help will primarily be trained on the job by supervisory staff in the back area. Pre-employment programs should be developed by Alberta Vocational Schools to industry specifications. These programs will be delivered both by AVC and by high schools as terminal courses. They should be short term programs of approximately two weeks duration dealing only in job-related skills. A short manual for supervisors as an instructional aid should be developed.

A-7 Cook/A-8 Chef

Industry has indicated a shortage of skilled cooks and chefs during the past season. However, the apprenticeship model available in Alberta is generally considered to be the appropriate training/education vehicle. Two points of change to the existing system should be considered.

- Apprentices require experience in a number of different types of restaurants. Apprenticeship Boards and institutions should develop systems of rotating students to different properties.

- The Provincial Technical Institutes may develop streams of specialization in Food and Beverage Management:

    - Banquet Management
    - Family Restaurant
    - Institutional/Catering
    - Fine Dining

The institute should develop the specialty in one or two areas rather than in all areas. Complementary training and a clear identification of institutional specialization in the marketplace would improve communication channels.

The Canadian Federation of Chefs de Cuisine, with its examination and certification process, will continue to operate beyond the educational stream. The AHC will, however, recognize this association and its certification of personnel.

A-9 Food Production Manager (Executive Chef)

Food Production Management is a defined stream in some areas of the United States. It is less defined in Canada. A new program at the technical and university level should be developed and targeted at existing senior food preparation and service personnel from:

- Major hotel operations.
- Banquet and convention organizations.
- Catering organizations.
- Large institutions (Hospitals, Schools, etc.)

These individuals would already have extensive experience and skill at food preparation, but often would not have the managerial skills. Components of advanced skill development and education would include:

- Food and beverage control.
- Accounting.
- Menu planning.
- Sanitation control.
- Legal requirements.
- Human resources management.
- Dietetics

This program could be delivered at the university level as a certificate program or at the technical institute/community college level as a diploma course.

Delivery should be modular and all courses should be oriented to improving the quality of the products through efficient organization systems. These modules should be available through a series of short two day seminars with a home study program between seminar sessions. Experts should be available for telephone contact between seminar sessions.

A-10 Assistant Manager/A-11 Manager

Management development is the key to success of education/training for the hospitality industry in Alberta. The education system must provide the necessary articulation between institutions. Programs must be uniform and integrated without reducing the creativity of the institutions. Two levels of management education are recommended:

- A two-year diploma program
- A four-year degree program

Each program will be constructed in definable modules. Each module will be delivered as part of an institutional education experience or in short courses/seminars on a continuing education basis. Individual modules can be taken by existing employees as a single course, or could be incorporated into a diploma or degree.

The key to the final programming of courses will rest with the industry organization. A "common core" of full-time post-secondary hospitality programs, developed with industry and acceptable to industry is essential to the credibility of the education and to the transferability of the certification. The development of an acceptable "common core" of hospitality programs would be the responsibility of the Alberta Hospitality Council. The Ontario Hostelry Institute has worked with

industry and educators to develop INDECOR, an industry-defined core curriculum for hospitality education in the Province. We recommend that the AHC investigate this approach in detail and use those parts of INDECOR which are applicable in Alberta. There is little need to "re-invent the wheel" if Alberta industry demands similar training and education.

6.1.1 The Two Year Diploma

The two year diploma would be developed by technical institutes/community colleges in conjunction with AHC. Key components would include a core and a specialty program:

Core Program

- Introduction to Tourism/Hospitality
- Administration
- Finance/Accounting
- Human Resources/Organization
- Marketing Management
- Operations Overview

Specialty Program

- Food and Beverage Management
- Lodging Management
- Hotel and Restaurant Management
- Culinary Management
- Tourism Management

One possible longer run addition may be a Resort Management module which was identified in Ontario to be a specialty stream.

Each specialty stream would include its own grouping of courses. Examples follow:

A) Food and Beverage Management
- Introduction to Food and Beverage Management
  - Staffing functions
  - Product knowledge
  - Beverage service
  - Regulations/legal
  - Budgeting
  - Control
- Basic Sanitation
- Food Production Principles
- Food and Beverage Service
- Food and Beverage Control
- Accounting systems for Food and Beverage Operations
- Purchasing
- Banquets and Catering

B) Lodging, Management
- Introduction to Lodging Management
  - Functional areas
  - Systems/productivity
  - Staffing
  - Pricing/accounting
  - Controls
- Front Area Management
  - Front area procedures
  - Hotel/Motel Law
  - Convention management
- Marketing Management
  - Hospitality marketing
  - Promotion
  - Convention management

- Housekeeping Management
  - Basic sanitation
  - Energy management
  - Human resources management
- Accounting and Finance for Lodging
  - Hospitality industry accounting
  - Food and Beverage Controls
  - Front area control
- Advanced Management
  - Human resources management
  - Communications
  - Training
  - Organization for hospitality

C) Hotel and Restaurant Management

- A medial concentration of subjects from Food and Beverage Management and Lodging Management would be required.

D) Culinary Management

- Food preparation courses with specialty areas in:
  - Institutional food preparation
  - Family restaurants and fine dining
  - Menu planning
  - Sanitation
  - Food control

E) Tourism Management

- Introduction to Tourism
  - The Tourist
  - Transportation
  - Services/Facilities
  - Attractions
  - Information/Directions
  - Sales/Marketing
  - Business administration
  - Research techniques
  - Public policy

The two year diploma would be developed by a small number of educators in conjunction with AHC. It would not be built from scratch, and the key concept would be to revise existing business administration programs to orient them towards tourism/hospitality. Thus, a small number of specialists would work with a number of existing programs to build a specialty Tourism Stream.

Each course would be developed for institutional delivery and for distance delivery. This latter mode targeted at existing employees, may be delivered as short seminars with correspondence between sessions, correspondence courses, or electronic delivery.

A practicum of 500 hours should be required in this program.

6.1.2 The Four Year Program

The four year university program would contain a similar core and specialty areas as with the two year diploma. It would be tied to business administration programs as with the two year program. However, it would provide more depth in the areas of:

- Generalist knowledge
- Professional knowledge

In the hospitality area, the university level courses may also include those which are more aligned with executive level education requirements:

- Strategic Management
- Facilities Planning and Development
- Human Resources Management
- Organization Design
- Public Policy and Tourism

The university program would also be developed in modules prepared for institutional and distance delivery. A practicum would be required, with up to 1000 hours the requirement of the 4 year degree.

6.1.3 Post-Graduate Education

Two major areas for education beyond the undergraduate degree should be considered:

- General Tourism
- Professional Programs

A number of professional specialists will be required in the longer run, and the need for vehicles to encourage graduate development should be recognized. Doctoral level programs generally come under the same umbrella of long term need. However, specific programming for these levels has not been suggested at this time.

TRAINING AND EDUCATION
BY OCCUPATIONAL CATEGORY

SECTION B:

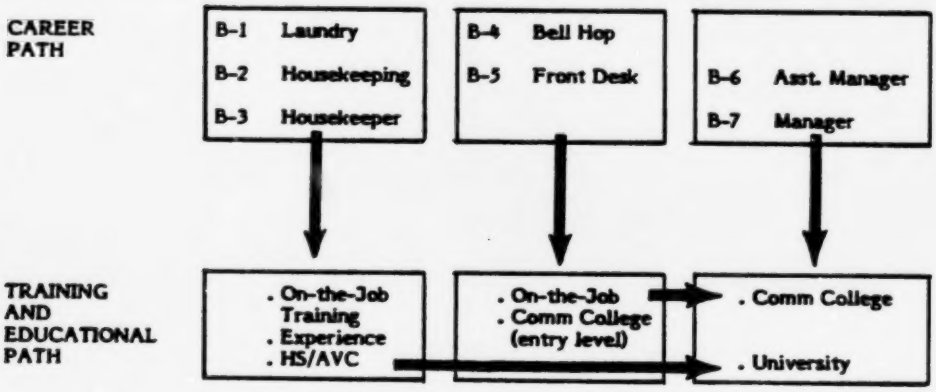
ACCOMMODATION/LODGING

B. ACCOMMODATION/LODGING
Resort & Accommodation Management

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
B-1	Laundry	Open	Skill Development	OJT/HS/AVC	To housekeeping
B-2	Housekeeping	Open	Skill & Task Dev.	OJT/HS/AVC	To housekeeper
B-3	Housekeeper	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	To supervisor, general manager
B-4	Bell Hop	Open	Customer Handling skills	Mix OJT/AVC	To supervisor
B-5	Front Desk	Cert/Diploma or experience pre-employment	Customer Handling, Cash Reservation,	OJT/CC/TI	Entry level asst. mgr.
B-6	Assistant Manager	As above	Human mgmt/ Bus. Ad./Acctng	TI/CC	To manager
B-7	Manager	Same as above	As above	CC/TI/U	To more senior positions

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

B. ACCOMMODATION/LODGING



6.2 Accommodation/Lodging

B-1 Laundry Attendant

Develop manual and self-study guide for delivery on-the-job through the industry organization. A manual should be developed by an Alberta Vocational Centre in conjunction with industry. Communication to housekeepers about the importance of training techniques should be developed as part of the housekeeper program.

B-2 Housekeeping

Develop a training manual for self-study and on-the-job training. Use housekeepers as the training avenue and the industry organization for delivery.

Do not build these programs from scratch -- use existing manuals available from other jurisdictions. Provide full assistance for on-site delivery.

B-3 Housekeeper

Housekeepers require a number of skills in addition to basic housekeeping skills.

- Sanitation and laundry
- Inventory control
- Basic accounting/budgeting
- Supervisory skills.
- Human resource management skills.
- Control systems/stock turnover

Housekeepers should be offered a correspondence course modeled on the American Hotel and Motel Association Housekeeping Management program. The industry association should consider buying the program for delivery through a technical institute or community college under the AH&MA International Academic Partnership Program.

Distance delivery options using satellite delivery with a teleconference link should be considered. A video disc approach was examined, but is considered to be too expensive for the limited market available in Alberta.

B-4 Bell Hop

Use the general tourism awareness manual for this small group of employees. Client relations skills are key and will generally be taught in the properties.

B-5 Front Desk

The front desk is the key entry point to management of hotel and motel properties, requiring skills in:

- Customer relations
- Accounting
- Scheduling
- Supervisory development
- Organization and administration
- Hotel/Motel Law
- Convention management
- Marketing/suggestive selling

For this reason the front desk category has been grouped with management. The management category is developed under A-10. Front area management may be taken as a single module or as part of the two year diploma or four year degree courses.

B-6, Assistant Manager/B-7, Manager

These occupational categories have been previously described under A-10 and A-11, Assistant Manager and Manager.

TRAINING AND EDUCATION
BY OCCUPATIONAL CATEGORY

SECTION C:

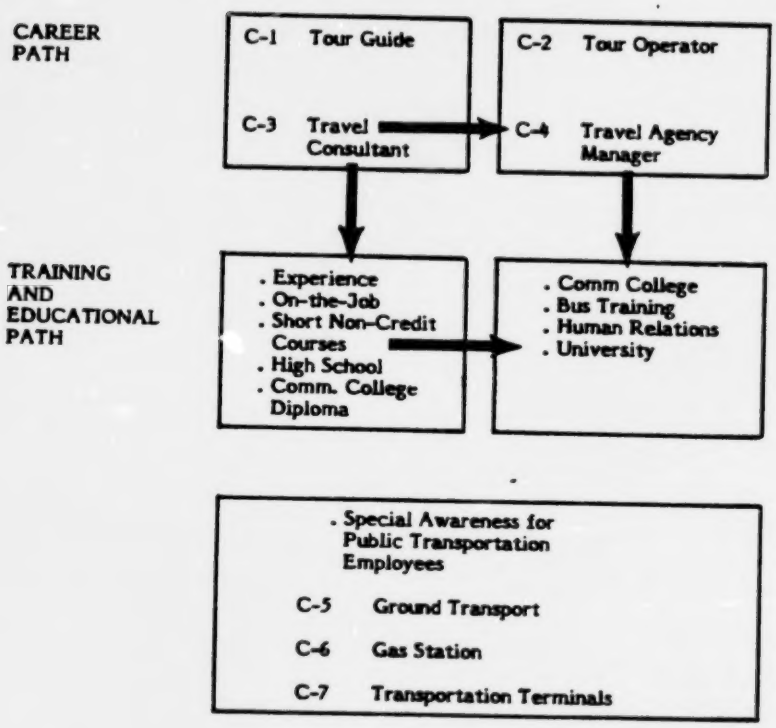
TRANSPORTATION AND TRAVEL

C. TRANSPORTATION/TRAVEL
Travel and Tourism

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
C-1	Tour Guide	Open	Knowledge of area personality/ languages/ awareness	OJT/HS/AVC	
C-2	Tour Operator	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	
C-3	Travel Consultant	HS/Cert. experience	Customer Handling skills/Reservations/ Geography	CC/TI	To supervisor
C-4	Agency Manager	As above	Human mgmt./ Business Admin.	CC/TI	To owner
C-5*	Ground Transport (taxi, bus)			OJT	
C-6*	Gas Station Attendants	Awareness Activities (eg., Miami Nice)			
C-7*	Airports, bus, train terminal staff				

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

C. TRANSPORTATION/TRAVEL



6.3 Transportation And Travel

C-1 Tour Guide

Client Relations, Area Awareness, and the General Tourism Program should be delivered to this cateogry on the job. Programs may be developed by vocational colleges in conjunction with industry organizations.

C-2 Tour Operator

As above, but with significant experience. Available modules of diploma and degree programs can be acquired.

C-3 Travel Consultant

Customer handling skills, travel industry knowledge, and geographic knowledge should be taught through community college, technical institutes and private colleges under an acceptable industry driven core program.

C-4 Agency Manager

As above plus:

- Supervisory Management
- Human Resource Management
- Organization

Available in modules developed for the diploma program and the university programs.

C-5 Ground Transportation (Taxi, Bus Drivers)
C-6 Gas Station Attendants
C-7 Airport, Bus, and Train Terminal Staff

These key areas of first contact with tourists include ticket agents, commissionaires, security guards, customs officials, concessionaires, and all staff of transportation modes who have direct public contact.

A general tourism awareness and education program should be developed on a province-wide theme. Models such as the "I Love New York Campaign" questionnaire approach, the Raleigh, N.C., seminar approach, or the "Miami Nice" media compaign should be considered. An awards program for individuals and for organizations should also be developed under the auspices of Travel Alberta and the Industry Organization. We recommend some of the following as ideas:

- A short seminar campaign delivered at airports and bus terminals during slow hours and marketed through the transportation companies and airport operators. Coffee and donuts would be the draw.

- A media campaign focusing on the successes in Alberta Tourism as a result of right attitude and client relations. A testimonial approach is what we foresee in this campaign.

- Development of laminated "It's Your Business" cards for taxi drivers, bus operators, and others with direct client contact. These cards would have five or six keys to "increasing your revenue".

We recommend that this approach be developed and piloted in the Calgary-Canmore Corridor area first. Refinements and full-scale development would follow, again concentrating first on the Canmore Corridor area.

Responsibility would rest primarily with Travel Alberta as the instigator and organizer of the approach. However, development and delivery may be through the education system and the industry organization. It should not be perceived as strictly a government initiative.

TRAINING AND EDUCATION
BY OCCUPATIONAL CATEGORY

SECTION D:

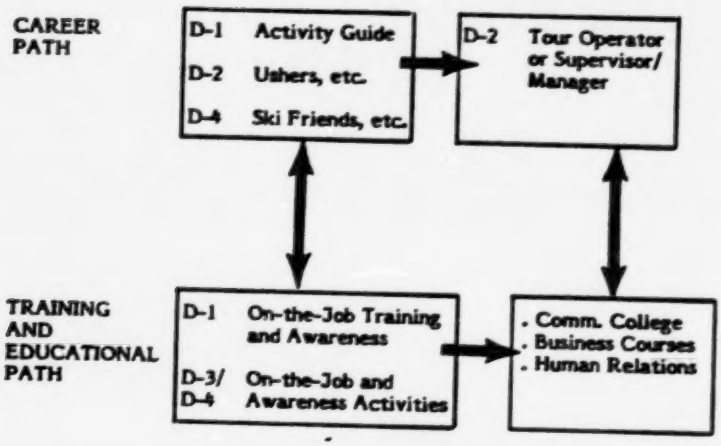
SPECIAL ATTRACTIONS

D. SPECIAL ATTRACTIONS

Reference	Employment Category	Job Education Entry Level	Training/ Education	Delivery Locations*	Career Path
D-1	Activity Guide	Open	Knowledge of area/ personality/ languages	OJT/HS/AVC	
D-2	Tour Operator	Experience	Skill Dev/Super-visory Skills/ Scheduling	OJT/HS/AVC/ CC	
D-3	Ticketers, Ushers, Ride attendants, Concessionaire, Security	Awareness		OJT	
D-4	Ski Friends/Hosts, Lift Operators				

* HS - High School
CC - Community College
AVC - Alberta Vocational Centre
TI - Technical Institute
U - University
OJT - On-the-Job Training

D. SPECIAL ATTRACTIONS



6.4 Special Attractions

D-1 Activity Guide

Specialized knowledge is a prerequisite (i.e., of horses, rafting, fishing, hunting, etc.) in this employment category, and generally it cannot be provided by training or education.

While the general awareness and attitude campaign may be appropriate for some activity guide categories, we would caution against developing "slick" tourist guides. For the most part, tourists engaged in these activities want to meet a skilled and personable Albertan. Encouragement of activity guides to take basic first aid courses, specialty guide courses, and possibly a general tourism education module would be appropriate.

D-2 Tour Operator

Experience and business skills are a prerequisite. The modules developed for the diploma and degree courses will be available to operators as well.

D-3 Special Attractions Personnel

This category includes ride attendants, ushers, security guards, and other employees of special attractions who make client contact directly through their jobs. Examples of such special attractions include:

- Callaway Park
- Calgary Stampede
- Klondike Days
- Rodeos, Fairs, other events

- West Edmonton Mall Staff
- Provincial and National Parks' Staff and Contractors
- Heritage Park
- Sports Facilities

We recommend the development of a manual or kit based on the overall awareness program which can be sent to operators of these attractions. Follow-up seminars could be offered on a regional basis in the same manner as for taxi drivers and airport terminal staff. Local area knowledge is a key component of this training approach.

The present training programs of Travel Alberta involve many of the aspects which should be taught to people in this group. These programs could be redesigned and refined to meet the criteria listed above and then delivered by the appropriate groups.

D-4 Ski Resort Staff

This category includes lift operators, concession employees, ski hosts, and all other ski area staff. The tourism awareness and attitude program could be developed with a special emphasis on geography, economics, populations, and history of Alberta to be delivered to operators with a seminar follow-up. Again, the industry organization in conjunction with Travel Alberta should be involved in this delivery.

6.5 Summary

The programs identified in this section will provide a uniform, integrated system of training and education in Alberta. They will also require a partnership of industry, government, and educators which does not exist in any formal sense in the Province at this time. Coordination and prioritization will occur within AHC through the dialogue with government, industry, and education representatives.

Figure V-1

PROPOSED CERTIFICATION PROCESS

STREAM	BASIC EDUCATION	(+)	MANAGEMENT SPECIALTY	(+)	PRACTICUM	(=)	DESIGNATION	(+)	EXPERIENCE	(=)	DESIGNATION
A 4 Year Degree	CORE		. Food & Beverage . Lodging . Hotel & Restaurant . Culinary . Tourism		1000 hrs		. Degree & Certification as Member		2 Yrs		Distinquished Member
B 2 Year Diploma	CORE		. Food & Beverage . Lodging . Hotel & Restaurant . Culinary . Tourism		500 hrs		. Diploma & Prospective Member		2 Yrs		Member
C General	Components of CORE		. Components of Specialty		100 hrs/ Specialty		. Course Certificate (1 course) . Specialty Certif. (5 courses) . Diploma & Prospective Membership (12 courses)		-- -- 2 Yrs		-- -- Member
D Distin-guished Member	Related Course		. Demonstrated Experience		10 Yrs +		. Member or Fellow		Based Upon: . Peer Group Nomination . Board Consideration . 65% Approval of Board		

V

CERTIFICATION PROCEDURE

1.0 ARTICULATION/TRANSFERABILITY

The education and training modules described in Chapter IV have been designed to articulate from level to level as well as to be transferable from one jurisdiction to another. They are based on the American Hotel and Motel Association Education Institute Model which provides for a stream of recognition for course completions culminating in a Diploma, and ultimately in professional certification.

The Alberta Hospitality Council will provide certification for people who have completed the education/training and the practical experience requirements outlined in the following section. AHC will not formally accredit programs; that function will remain within the purview of Advanced Education. The AHC will, however, provide very strong suggestions to educators when courses or programs are not providing the level of graduate required by industry. This "moral suasion" approach by the AHC, combined with the positive participation of educators in AHC will ensure that programs meet industry needs.

2.0 CERTIFICATION STREAMS

Figure V-1 on the facing page provides a conceptual overview of the four "streams" leading to AH&MA Equivalent Certification, from Alberta based course completion, practicum and experience.

2.1 Stream "A"

This stream is designed as a four year degree program which incorporates a core curriculum which encompasses broad management issues in the Tourism and Hospitality Industry, as

well as covering the minimum core curriculum prescribed by AHC. It offers the management specialty curriculum which is enhanced, like the core, to cover off broader management issues within the specialty.

The practicum component is proposed of 1,000 hours which should be attainable over three summer breaks, thus enabling the certification requirements to be met upon graduation.

Successful graduates would receive a degree and certification as a Member of AHC. After an additional two years of relevant experience, the individual would receive a certification as Distinguished Member, which serves to differentiate the degree stream from the diploma stream.

2.2 Stream "B"

This stream is designed as a two year diploma program which incorporates the core curriculum without the added broader management courses, as well as the specialty management curriculum. This two year program combined with 500 hours of practicum will provide the graduate with a diploma plus prospective member status from the Alberta Hospitality Council. Once the individual completes two years of related employment, he would receive his full professional certification from AHC as a Member.

2.3 Stream "C"

This stream has been designed to accommodate those individuals wishing to work full or part time while completing the required core and specialty curriculum over a period longer than two years.

At the completion of each course in the core curriculum, the individual would receive a "Certificate of Course Completion". similarly, upon completion of a management specialty course and 100 hours of practicum per course, the individual would receive a "Specialty Course Completion Certificate". Once the individual completes the required courses within a specialty (usually 5 courses), he would receive a "Specialty Certificate". Over time the individual could receive enough course credits to obtain his/her diploma. Upon graduation, the person would receive the diploma as well as prospective member status in AHC. After 2 years of related job experience, the individual would receive full certification in AHC as a Member.

2.4 Stream "D"

This stream is designed for those individuals who may not have the necessary educational qualifications, but who have demonstrated significant experience in the industry over a long period of time (i.e., 10 or more years). Such an individual can apply or be proposed as a "Member" of AHC (or as a Fellow for exceptional performance) through a peer nomination process. The individual's history is reviewed by the Board and full Member status (or Fellow) granted upon a 65% in favour vote of the Board. Stream D is essentially the "Grandfather" stream. AHC might wish to close off the "Grandfather" stream after a period of 1 or 2 years to encourage those individuals eligible to apply within the selected timeframe.

The professional standards necessary to achieve certification will be ratified by AHC and must imply a high quality of professionalism and a high level of management skill. The certification must reflect the professional image the industry wishes to project and must become meaningful in the context of "prerequisites" for certain levels of management (as it has in many organizations).

VI

COSTS & BENEFITS OF THE ALBERTA FRAMEWORK

1.0 INTRODUCTION

The costs and benefits related to implementing the Alberta Framework (preferred framework) can be described in terms of the cost of education/training offerings, the cost of operating the Alberta Hospitality Council (AHC), and the benefits to the Alberta Hospitality and Tourism Industry. These costs and benefits are, at best, informed projections based on stated needs and forecasts and, therefore, should be considered as macro level items that will need regular adjustment (annual) in order to be appropriate with the dynamic nature of the industry.

2.0 COSTS OF EDUCATION AND TRAINING OFFERINGS

In general terms, there are two categories of offerings in the Alberta Framework -- "existing" and "to be developed". "Existing" offerings are those currently in place that may require revisions with the "to be developed" referring to those that will be developed to fill the gaps as identified by the industry.

Many of the existing programs have acceptable curricula, however, the instructional packaging and delivery does not meet the requirements of industry. For example, some courses are not available at times and in locations suitable to those currently employed in the industry. In addition, there are proposed programs for which there is limited curriculum available (at least within the Province) and even a greater limitation pertaining to the amount of packaged material ready for delivery. In short, the costing factors are influenced by the degree to which the course/program has to be developed and packaged plus the related cost of operating (instructor costs) and the capital costs (equipment and space).

Using the aforementioned factors, it is possible to create two matrices that reflect the major facets of existing and to be developed courses and programs (see Table 1).

TABLE 1

	Curriculum Development	Packaging for Delivery
EXISTING COURSES/ PROGRAMS	No/Minor Revisions	No/Minor Revisions
	No/Minor Revisions	Major Changes
	Major Changes	Major Changes
COURSES PROGRAMS TO BE DEVELOPED	Curriculum Exists (elsewhere)	Material Available
	Curriculum Exists (elsewhere)	No Material suitable
	Limited Curriculum	No Material

The costing factors are presented using the following headings:

1. Curriculum Development/Instructional Development Costs
   - The content/subject matter

2. Instructional Packaging Costs
   - Putting the curriculum into formats accessible by learners as per industry requirements

3. Operating Costs
   - The annual costs associated with staffing and delivering the offerings

4. Capital Costs
   - The equipment and facilities required

It is important to note that the control over the approval and funding of these categories is normally the responsibility of different provincial departments namely Manpower, Advanced Education, and Education depending upon the level and nature of the offering. The Alberta Model is recommending that program approval and funding remain with the appropriate Provincial Department, while also recommending that the AHC has a role related to the use of an incentive approach (seed money) to encourage the development of materials to meet the needs of industry.

Only the costs associated with curriculum and instructional development and instructional packaging costs are identified here. The operating costs associated with changes to existing programs is expected to be borne by the institutions through re-allocation of operating budgets, and by Advanced Education and Alberta Manpower.

New programming will require funding from the appropriate Provincial Department with the support and cooperation of the industry. Ten of the institutions which responded to the data gathering portion of this study indicated that they had plans for new programming initiatives in the hospitality and tourism field. Of those that included cost projections (6 of the 10 institutions), the annual operating costs for the new initiatives totaled $1,165,000. In addition, there were capital costs estimated at $700,000.

Given the feedback from the educational organizations on the current and planned programs, and the areas of need as identified by the industry, an approximate percentage of activity can be assigned (see Table 2) to each of the facets identified in Table 1.

TABLE 2

	Curriculum Development	Packaging for Delivery
EXISTING COURSES/ PROGRAMS 65% OF TOTAL	No/Minor Revisions	No/Minor Revisions
	No/Minor Revisions	Major Changes
	Major Changes	Major Changes
COURSES/ PROGRAMS TO BE DEVELOPED 35% OF TOTAL	Curriculum Exists (elsewhere)	Material Available
	Curriculum Exists (elsewhere)	No Material Suitable
	Limited Curriculum	No Material

Estimates of the first year costs for each of the categories are identified in Table 3.

TABLE 3

	Curriculum Development	Packaging for Delivery
EXISTING COURSES/ PROGRAMS TOTAL $800,000	No/Minor Revisions $35,000	No/Minor Revisions $65,000
	No/Minor Revisions $75,000	Major Changes $350,000
	Major Changes $100,000	Major Changes $175,000
COURSES PROGRAMS TO BE DEVELOPED TOTAL $600,000	Curriculum Exists (elsewhere) $45,000	Material Available $80,000
	Curriculum Exists (elsewhere) $100,000	No Material Suitable $175,000
	Limited Curriculum $75,000	No Material $125,000

These monies are intended to be blended with existing institutional and government money to provide the initial start-up funds during the first year of implementing the framework. The costs have been estimated, by major category over a five year period as shown in Table 4.

TABLE 4

	Year One	Year Two	Year Three	Year Four	Year Five	TOTALS
EXISTING COURSES/ PROGRAMS	$ 800,000	$ 750,000	$ 700,000	$ 600,000	$ 500,000	$3,350,000
COURSES/ PROGRAMS TO BE DEVELOPED	600,000	600,000	400,000	300,000	250,000	2,150,000
TOTAL	$1,400,000	$1,350,000	$1,100,000	$ 900,000	$ 750,000	$5,500,000

In addition to the specific training/educational offerings, there will be costs associated with the awareness activities such as the "Superhost" program developed for British Columbia. These offerings would be directed at sectors of the economy who have frequent contact with travellers and tourists. Estimated one-time costs to develop are:

Curriculum Development	$ 75,000
Packaging for Delivery	200,000
TOTAL	$275,000

The actual delivery costs would be for the "Awareness Program" and would be borne primarily by Travel Alberta.

The following have been used as a guide to estimate the development and packaging costs:

Type of Activity	Development & Packaging
COURSE (45 Contact Hours)	$40,000
CERTIFICATE PROGRAM (Max. 1 Year)	$100,000
DIPLOMA PROGRAM (Max. 2 Years)	$175,000
DEGREE PROGRAM (4 Years)	$500,000
MASTERS PROGRAM (2 Years)	$275,000
DOCTORAL PROGRAM (2 Years)	$350,000

In summary, the total estimated costs (not including equipment) to develop and package the curricula for the Alberta Model (spread over 5 years) is **5.775 million dollars.**

3.0 COSTS TO OPERATE THE ALBERTA HOSPITALITY COUNCIL

The linkages between the AHC and the institutions are important to ensure that appropriate detailed costing and cost sharing are employed. One key recommendation would be that organizations producing materials based on AHC funding will be required to make the curricula and materials available to all of Alberta's institutions without charge (except for the cost of duplicating material).

The role and organization of the Alberta Hospitality Council (AHC) is described in Chapter III. The costs related to establishing and operating the Council have been projected over five years.

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
STAFFING	Ex. Dir. & Sec.	+ Res. Cen Mgr & Asst	+ Fund Raising & Supp.	Total Staff - six	+ Supp.
		$ 60,000	$ 60,000		$ 25,000
		105,000	175,000		265,000
	$100,000	$165,000	$235,000	$250,000	$290,000
LEASE ($235m^2$)	37,500	40,000	($+50m^2$) 50,000	52,000	54,000
TRAVEL & MATERIALS	10,000	30,000	25,000	25,000	30,000
RESEARCH	5,000	25,000	25,000	25,000	25,000
TOTALS	$152,500	$260,000	$335,000	$352,000	$399,000

In addition to the annual operating costs, there would be some capital equipment and furnishings that are estimated at $60,000, for a total five-year cost of $1,558,500.

The AHC would induce innovative program development, packaging, and delivery approaches by providing or arranging development seed money to educators or to industry. This seed money could be made available through the Tourism Sub-Agreement and Alberta Manpower in conjunction with CEIC. It would be provided on a priority basis for new programming identified as most needed by industry. Thus, the seed money would be focused on the areas of greatest need for such activities as short-term training needs out-of-house research and special projects. We estimate a need for seed money of $300,000 a year available for the initial 5 year period.

3.1 Summary of Costs

* 5 YEAR TOTAL FOR EDUCATION & TRAINING (Development and Packaging)	$ 5,775,000	
* 5 YEAR OPERATING COST FOR AHC (Staffing and Capital)	1,558,500	
* 5 YEAR ALLOCATION OF SEED MONIES	1,500,000	
Subtotal	8,833,500	
* INSTITUTIONAL PROGRAMMING COSTS TO BE FROM RE-ALLOCATION (EXCEPT FOR NEW PROGRAMS	10,000,000	(Approx.)
TOTAL	**$18,833,500**	

4.0 THE BENEFITS

The benefits of the Alberta Model, although difficult to quantify in the short-run, will be felt strongly by industry and by visitors to Alberta in the future. Benefits can be summarized as short-term and long-term improvements to industry as follows:

4.1 Short-Term

- Training programs developed and delivered to priority occupational categories as defined by industry.
- Awareness of the importance of hospitality developed and improved in key service areas first.
- Improved sense of professionalism in employed labour force due to career ladders and certification information.

- Improved customer satisfaction.

- Improved relations and efficiency in innovation due to the key role of AHC as a forum for government, industry, and education.

4.2 Long-Term

- Improved hospitality image of Alberta.

- Increased tourism visitation as hospitality image and tourism plant are improved.

- External recognition of employee certification.

- Integrated career-based education and training system.

- Image of Tourism/Hospitality career improved.

- Improved returns to employer and employee.

- Knowledge of Tourism/Hospitality economic and social importance improved for all Albertans.

- External recognition of Alberta as leader in Tourism/Hospitality training and education.

- Potential for packaging groups of programs for direct marketing to large international organizations -- Canadian National Railway, VIA Rail, Air Canada, Canadian Pacific Airlines -- which may require/desire a Western Canadian training anchor.

The following chapter (VII) presents a detailed plan for implementing the recommendations outlined in the previous six chapters.

VII

IMPLEMENTATION PLAN

1.0 IMPLEMENTATION STEPS

Figure VII-1 on the following pages outline a suggested 5 year implementation plan for the Alberta Model and AHC. In developing this plan, we have tried to balance two major pressures:

1. To maintain momentum and enthusiasm for the Model and AHC after acceptance and announcement.

2. To ensure that all the components are put into place expeditiously prior to undertaking major expenditure commitments.

The Gantt Charts show the first year in relatively detailed "quarters", while years two to five are shown at a more macro level.

You will also note that the Alberta Model and AHC really have three major thrusts.

1. Public relations, Industry Image Enhancement, Awareness and Attitude.

2. Program innovation, development, and delivery.

3. Certification procedures, standards, and implementation.

The other four thrusts are really short term in duration and designed to actualize the Alberta Model and AHC.

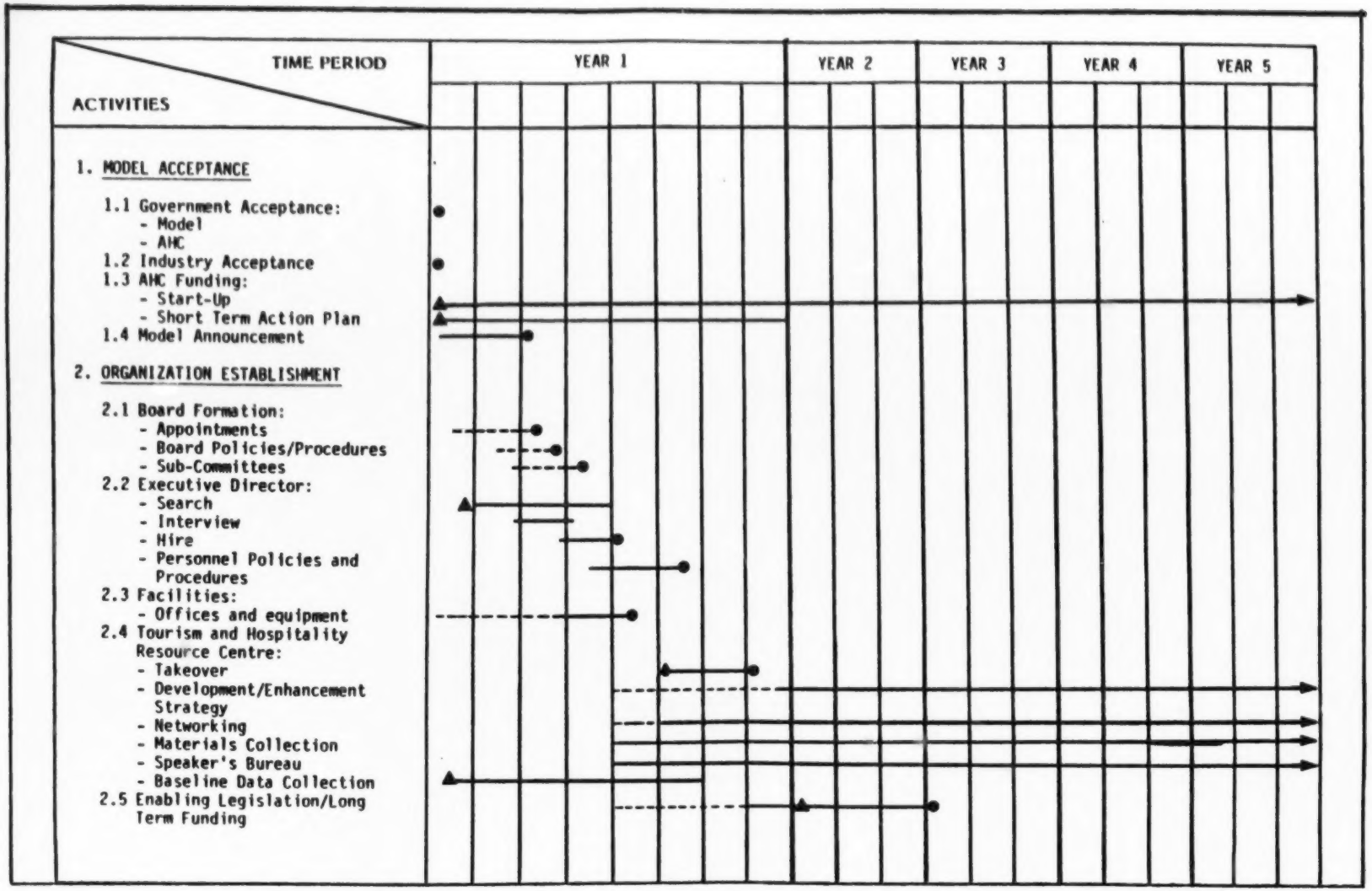

TIME PERIOD
ACTIVITIES
YEAR 1
YEAR 2
YEAR 3
YEAR 4
YEAR 5
1. MODEL ACCEPTANCE
1.1 Government Acceptance:
- Model
- AHC
1.2 Industry Acceptance
1.3 AHC Funding:
- Start-Up
- Short Term Action Plan
1.4 Model Announcement
2. ORGANIZATION ESTABLISHMENT
2.1 Board Formation:
- Appointments
- Board Policies/Procedures
- Sub-Committees
2.2 Executive Director:
- Search
- Interview
- Hire
- Personnel Policies and Procedures
2.3 Facilities:
- Offices and equipment
2.4 Tourism and Hospitality Resource Centre:
- Takeover
- Development/Enhancement Strategy
- Networking
- Materials Collection
- Speaker's Bureau
- Baseline Data Collection
2.5 Enabling Legislation/Long Term Funding

Figure VII-1

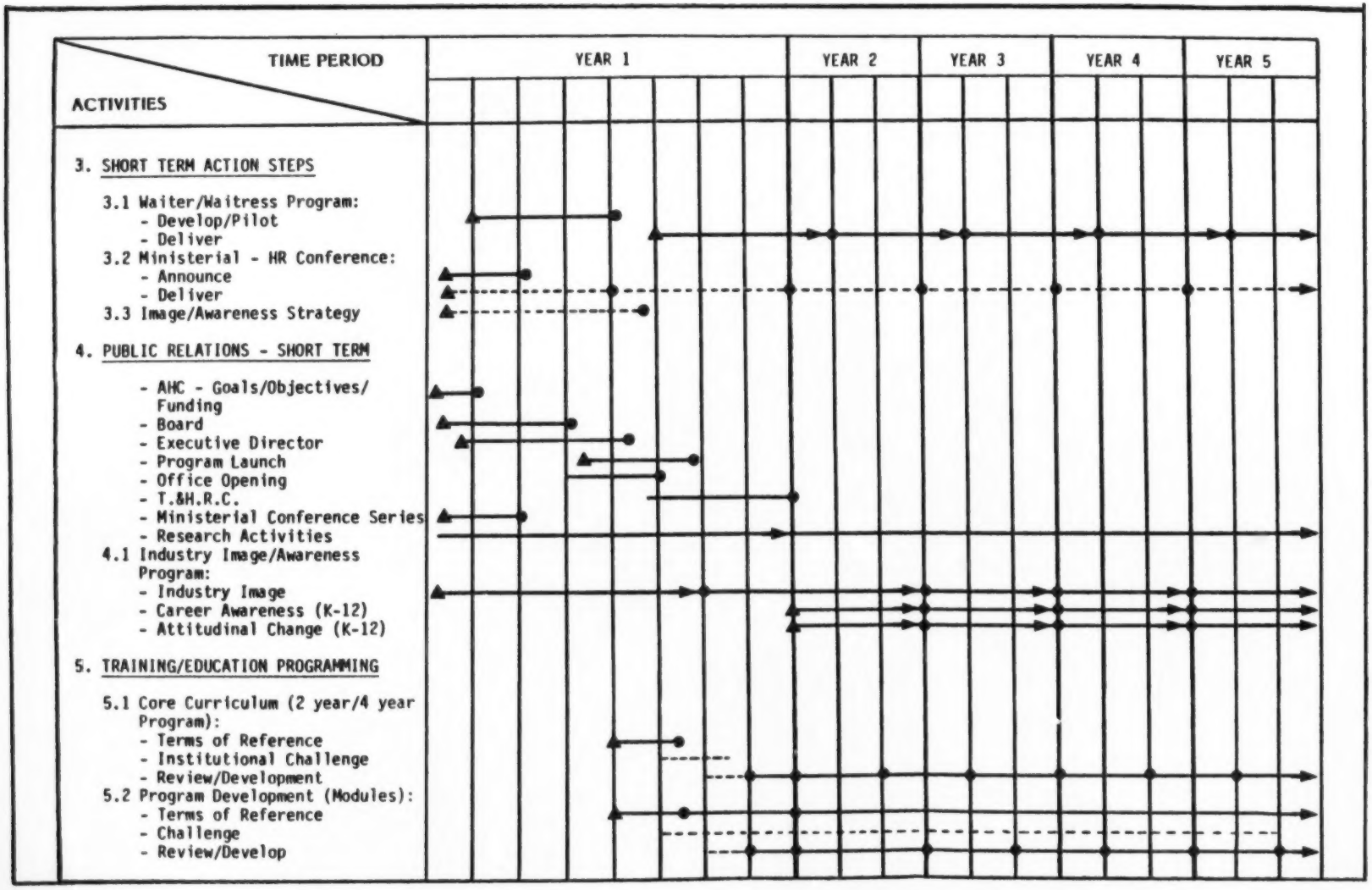


Figure VII-1 (Con't)

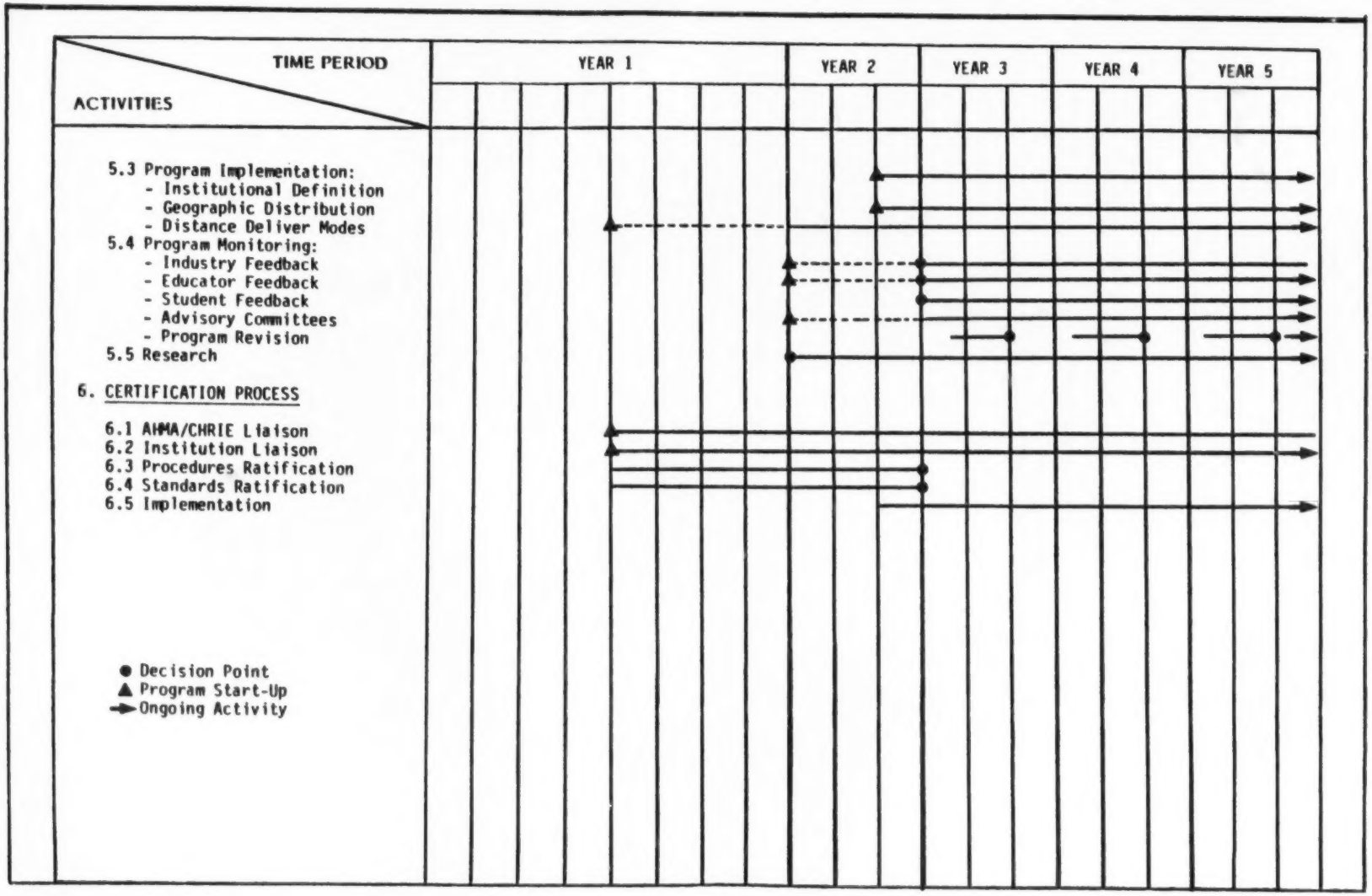


Figure VII-1 (con't)

A short description of the major activities which should occur in the short, medium, and long terms to implement the model for Alberta are outlined as follows:

1.1 Major Actions — The Short-Term (6 Months)

1.1.1 Model Acceptance

- Government Acceptance of Model
- Industry Acceptance of Model
- Announcement of Integrated Training and Education Framework for Alberta

1.1.2 Organization Establishment

- Announce AHC
- Form Board
- Acquire Facilities
- Hire Executive Director

(Alberta Tourism and Small Business will be responsible for the actions above.)

1.1.3 Public Relations

- Develop Public Relations Strategy
- Announce each new Initiative
- Develop overall Strategy for Awareness Enhancement

1.1.4 Action Steps

- Waiter/Waitress Program -- Ask NAIT, SAIT, and Keyano College to work together to develop a single three-step program which includes all program elements recommended. One institution should pilot the program, re-design it, and prepare it for a launch around the Province.

- Minister's Human Resources Conference — The Minister should invite hospitality management to a major conference on human resources management for hospitality, as part of an ongoing annual ministerial conference series.

- Image/Awareness Strategy — The initial components of the strategy -- awareness for ground transportation personnel, etc., should be developed and piloted.

- Ad Hoc Programs -- Some of the ad hoc programs may be developed immediately. Travel Alberta, in co-operation with other government agencies, could prepare a terms of reference to be sent to education institutions or to other organizations which may be qualified to develop these programs. Ad hoc programs with potential for early development include:

  - Bus Person (A-1)
  - Counter Person (A-2)
  - Kitchen Help (A-6)
  - Laundry Attendant (B-1)
  - Housekeeping (B-2)
  - Travel Consultant (C-3)
  - Special Attractions Personnel (D-3)
  - Ski Resort Staff (D-4)

1.1.5 Research

- Initiate communications with the Council on Hotel, Restaurant, and Institutional Education, the American Hotel and Motel Association, and the Ontario Hostelry Institute.

- Baseline data collection -- develop a computerized mailing and telephone list of all tourism/hospitality properties in the Province.

- Continue collection of materials for the Hospitality Resource Centre.

1.2 Major Actions -- The Medium-Term (6 Months To 1 Year)

1.2.1 AHC Acquires Hospitality Resource Centre

- Begin networking with industry
- Enhance mandate/develop strategy
- Initiate Speakers' Bureau

1.2.2 Enabling Legislation/Funding Formula

- Research and initiate development of enabling legislation and long term funding formula for AHC begins

1.2.3 Industry Image/Awareness Program

- Complete the long run strategy
- Begin development of the major components of the plan
- Launch first major aspects

1.2.4 Training/Education Programming

- Develop terms of reference for core curriculum, 2 and 4 year
- Challenge appropriate institutions to respond with integrated programs
- Review and select core programs by institutional level
- Develop terms of reference, institutional challenge, and review submissions for programming of key modules of the institutional program

1.2.5 Certification

- Establish liaison with the Council on Hotel, Restaurant and Institutional Education, the American Hotel and Motel Association, and other institutions in Alberta and elsewhere
- Develop procedures and standards

1.3 Major Activities -- The Long-Run (1 Year To 5 Years)

1.3.1 Implementation

- All programs and strategies outlined in the Gantt Chart

1.3.2 Awareness

- Launch K-12 career awareness and attitude change programs

1.3.3 Training/Education Programming

- Launch 2 - 4 Year programs
- Develop modular delivery mechanisms and launch modules
- Ongoing program monitoring
- Ongoing research

1.3.4 Certification

- Launch certification system
- Implement examination procedures, monitor and feedback systems

Once the Alberta Hospitality Council is established and it addresses the major areas of short run need, it will develop its own agenda, set of priorities and method of operating. It will retain its role as the focus for tourism/hospitality training and education as long as it maintains and focuses the communication between industry, educators and government towards the improvement and growth of the tourism/hospitality industry of Alberta.